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ABSTRACT

The twin goals of this guide are to provide a greater understanding of basic economic concepts and an insight into Japanese culture. Economic concepts emphasized are: (1) scarcity; (2) choice; (3) production; (4) markets; (5) specialization and exchange; (6) sources of income; (7) free enterprise; and (8) marketing the product. Classroom activities are designed to introduce each concept at the primary level, develop it through the intermediate and middle level, and culminate at the high school level. The activities involve students in a variety of learning experiences such as planning a festival, planning a dance, designing products for foreign markets, and planning field trips. The study of Japanese culture is also conducted through activities that involve students in learning experiences. The guide includes a classroom simulation on U.S.-Japan trade policy. A dictionary of economic terms, educational games, sources of information about Japan, and a bibliography are also provided. (SM)

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AMERICAN
INTERDEPENDENCE INSTITUTE

TEACHING MATERIALS

Office of Instruction
Kentucky Department of Education
Alice McDonald, Superintendent

In cooperation with
The Kentucky Council on Economic Education

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FOREWORD

As stated in Teaching About The Japanese Economy a Joint Council on Economic Education publication, 1986:

The partnership between the United States and Japan is one of the most important in the world. No two nations, separated by an ocean barrier, have ever carried out such an immense and intense flow of goods, services and ideas, as the United States and Japan are doing today. In the more than 40 years since the signing of the peace treaty between the two nations, an astonishing episode has taken place whereby two very different cultures, one driving its strength from diversity and the other from homogeneity, have successfully established both an economic partnership and a military alliance.

As the United States and Japan become more interdependent, there are more opportunities for cooperation and collaboration, however, there are also occasions for competition, confusion, and communication problems. These problems can be minimized if both American and Japanese citizens learn about each other's culture and value system and recognize the facts and underlying issues of the world of economic interdependence.

It is a fact of contemporary life that many Americans are not very familiar with Japan, the Japanese people, and their culture. On the whole, Americans are open-minded and understanding. The present tension in the partnership between the United States and Japan regarding trade issues may be a blessing in disguise. As efforts are made to ease the tensions, as the peoples of the two great nations learn more about each other, as they gain a mutual understanding and appreciation of how each other's economic systems work, we should be able to emerge as closer and stronger friends, and with our alliance-partnership further strengthened, ready to contribute to global prosperity, freedom and peace.

To facilitate this global understanding for Kentucky teachers and their students, the American Interdependence Institute, co-sponsored by the Kentucky Department of Education and the Kentucky Council on Economic Education, set the following goals:

1. To provide a greater understanding of international business and culture in order to more effectively support the changes that are already occurring in the state of Kentucky.

2. To enable the citizenry to better relate to issues of new jobs created by foreign markets, interpersonal relationships with people from other cultures, and to better compete for future opportunities for our state.

3. To provide a unique overview of the Japanese culture and its economic interdependence with the state of Kentucky for classroom teachers who will in turn, become resource persons for their school districts.

4. To have Kentucky students, guided by the Institute teachers, acquire culturally and economically sound perceptions of global interdependence among nations, and international relations.

Jan Heiman
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Economic Education Concepts

PRIMARY LEVEL
Concepts

needs & wants

goods & services

private & public property

business

interdependence

resources

money

INTERMEDIATE LEVEL
Concepts

opportunity cost

scarcity

profit

factors of production

comparative systems

business

interdependence

money

specialization

JUNIOR HIGH LEVEL
Concepts

opportunity cost

market economy

role of consumer

externalities

public & private goods

budgets

productivity

economic questions

banking

SENIOR HIGH LEVEL
Concepts

supply & demand

market economy

income taxes

trade deficits

circular flow

role of government

energy

economic growth

comparative systems

comparative/absolute advantage

business cycles

The lesson plans included in this curriculum unit will develop these economic concepts.

Concept 1. SCARCE RESOURCES

Resources are anything needed to produce goods and services. All resources are scarce. The scarcity of resouces limits what can be produced. No person or group can ever satisfy all its wants and needs.

Concept 2. CHOICE

Resources are scarce. Wants and needs are unlimited. Resources are used to produce goods and services that satisfy needs. Choices are necessary to determine what and how wants and needs are to be met, what and how goods and services are to be produced, and how resources are to be used. Choice-making processes are developed by individuals and by groups such as families, businesses and governmental bodies.

Concept 3. PRODUCTION

Producers make decisions concerning the use of scarce resources. Natural resources, labor, and capital are combined using available technology to produce goods and services. The producer tries to determine what the consumer will buy before allocating scarce resources to the production of goods and services.

Concept 4. MARKETS

A market exists whenever buyers - consumers - and sellers - producers - communicate with one another for the purpose of exchange. Price is the measure of those exchanges. Market price is jointly determined by demand and supply. Price and quantity demanded are inversely related. Price and quantity supplied are directly related.

Concept 5. SPECIALIZATION AND EXCHANGE

Productive capacity can be increased by specializing in the production of a good or service. Specialization brings about exchange. Persons, regions, and countries exchange the goods and services they specialize in producing for the goods and services that other persons, regions, and countries specialize in producing. These exchanges can be direct exchanges - barter - or indirect exchanges - using money. Specialization makes persons, regions, and countries interdependent.

Concept 6. SOURCES OF INCOME

Families earn income by being paid for the use of the resources they own: wages for the use of their human resources, interest and profits for the use of their capital resources, rent for the use of their natural resources. (The level of income from a particular resource is determined by the marginal productivity of that resource). Families use their income to purchase goods and services from business firms. The income which families receive determines how the economy's output is shared.

Concept 7. FREE ENTERPRISE

Free enterprise is a market economy. It is a system based on private property, free markets, competition, the profit incentive, and individual freedom. In a free enterprise system, the consumer is the most important source of power in determining what is produced.

Concept 8. MARKETING THE PRODUCT

Marketing is the process of trying to determine what the consumer wants, producing it and distributing it. Risk exists because resources may be combined to produce goods and services for which there is insufficient demand. The business firm uses informative and persuasive advertising to influence demand. A distribution system is needed to place goods and services where the consumer wants them, at the time wanted, and in the form wanted. Credit facilitates selling goods and services, and is a way for the consumer to shift consumption from the future into the present.

In order to facilitate teacher and student understanding of Japan, the editors are including the following: About Japan: Some Background Information.

The editors gratefully acknowledge the source of this valuable information: Teaching About The Japanese Economy, Joint Council on Economic Education, 1986.

ABOUT JAPAN: SOME BACKGROUND INFORMATION

The United States ambassador to Japan, Mike Mansfield, describes the United States - Japan relationship as the most important bi-lateral relationship in the world. Ambassador Mansfield was speaking not only of political and defense ties between the two nations, but also of our mutual economic dependence. The United States is Japan's best customer and (Canada is first) Japan is the second best foreign customer of the United States. Together, Japan and the United States are the two largest, most dynamic, and most productive economies on earth.

In preparing this publication on Teaching About the Japanese Economy, we are reminded of the words of former U.S. Ambassador to Japan, Edwin O. Reischaur, who warned that "U.S.-Japanese relations should not be taken for granted." Though we enjoy a basically good relationship, there is no assurance that it will remain that way for long without deliberate efforts in both nations.

Essential to the strengthening of our relationship with Japan is the need to acquaint students in our secondary schools about Japan. For any two nations such as the United States and Japan to maintain friendly relations in the long-run, it is important that they each perceive benefits in roughly the same degree from that relationship. As American students learn about Japan, they will gain a better understanding and appreciation of Japan, its people and culture, its economic successes, and its accomplishments.

Select background information on Japan:

POPULATION — Japan's total population is more than half that of the United States: 120 million vs. 237 million in the U.S. (1984 data).

POPULATION DENSITY — Japan's population density is among the world's leaders - almost 13 times greater than the U.S. Japan's population density is 318 people per square kilometer (247.11 acres) as compared with 25 per square km. in the U.S.

LAND MASS — Japan approximates the state of Montana in size with about 4,000 square miles. About 4/5ths of the land is mountainous. Because the land where people can live is limited - 60 percent of the people live on 2 percent of the land - the population density of habitable land far surpasses that of most other countries.

VULNERABILITY — Japan experiences many earthquakes - more than 700 in 1983. To the Japanese themselves, there is a feeling that they are constantly being threatened by a staggering variety of catastrophes, including typhoons and earthquakes. Japan's close proximity to the Soviet Union and China is also viewed by some as a problem.

Because of a lack of natural resources, Japan is very dependent upon outside sources of raw materials.

Japan is energy dependent and imports more than 80 percent of the energy it needs (as compared to 12 percent imported by the U.S.)

In response to energy needs, Japan is currently operating 27 nuclear plants and expects to have 53 in operation by 1992.

STRATEGIC LOCATION — Japan is strategically located as it is close to the People's Republic of China and the Soviet Union. The Japanese archipelago lies on the shortest route from the west coast of the U.S. to the South China Sea and the Indian Ocean.

GROSS NATIONAL PRODUCT — Japan produces about 10% of the total world output of goods and services. The U.S. produces 22 percent of the world's GNP.

GNP PER CAPITA — Japan GNP per capita was $9,717 in 1983 as compared to $14,093 in the United States.

AUTOMOBILE PRODUCTION — In 1984, Japan was second to the U.S. in the world in the manufacture of automobiles (7,073,000 vs. 7,773,00 in the U.S.) More than 56 percent of Japan's automobiles were exported to other nations, primarily the U.S. Japan's Market share in the U.S. market amounted to 18%.

ROBOTICS — Japan leads the world in the use of robotics in production especially in the areas of welding, assembly, loading and unloading of materials.

WORLD TRADE — Japan's leading trading partner is the U.S. In 1984, Japan's exports to the U.S. amounted to almost $60 billion; it's second best customer was the European Community - $19.4 billion.

ECONOMIC CLASS — 80 percent of the Japanese people consider themselves middle class.

Wage differentials between the lowest paid Japanese and the highest salaried is relatively modest (10 to 20 times) as compared to that found in the United States (up to 35 to 50 times).

Automobile workers in Japan earn approximately half the hourly wage paid to their American counterparts.

LABOR-MANAGEMENT RELATIONS — Unlike labor unions in the U.S., Japanese labor unions are company-based. That is, a union typically consists only of the workers of the company.

The basic philosophy followed is that the healthy growth and success of the company is essential in improving the living conditions of its employees. These conditions, on the other hand, are often considered essential in achieving higher productivity, better quality, and higher morale among workers.

Labor-management relations are based on a "firm relationship of mutual reliance" developed over years of close relationships between representatives of management and labor.

The typical work week consists of an eight hour day and a 40 hour week. Many, especially white collar employees, work well beyond the standard workday and week.

Days lost in labor disputes in 1984 in Japan amounted to 354,000 work days. The U.S. total in days lost was almost 30 times greater than Japan in 1984.

Labor union membership in Japan is slightly over 29 percent of the labor force. The U.S. figure is under 24 percent.

WAGE RATES: Basic wage rates in manufacturing in Japan in 1984 averaged $6.05 per hour as compared to $9.17 in the U.S.

In annual wages, the Japanese worker (male, two children, non-working wife) earns about 2/3rds as much as his American counterpart.

UNEMPLOYMENT: In June 1985, the unemployment figure in Japan was 2.6 percent of the labor force, as compared to almost 7 percent of the U.S. labor force.

EDUCATION Education is considered to be extremely important and of the highest priority. Students start school at age 6 and attend 12 years (elementary school = 6 grades; 3 years in junior high school/lower secondary grades; and 3 years in upper secondary school).

National textbooks, curriculum, and standards exist in all schools. Japanese students begin to study English in the lower secondary school and continue the study in the high school. Entrance to universities is very competitive and is based on rigorous examinations. Graduates from the most prestigious universities, e.g. Tokyo and Kyoto Universities, are in demand by business and industry.

Some Japanese universities refuse to give credit to students for work done at first-rate American universities.

Japan's educational system is still considered closed; only recently were laws amended to permit foreign nationals to teach at national universities.

Funding for school's is provided by the national government and from the prefectures (this is a political unit in Japan much like counties in the U.S. There are 47 prefectures in Japan).

The teacher population in Japan is dominated by males, although the majority in the elementary school (55%) are female. Only 17 percent of the high school teachers are female.

There are very few women in administrative positions in education in Japan.

LIFE EXPECTANCY

A female baby born today in Japan has a life expectancy of more than 80 years; a male, almost 75 years. In the U.S. life expectancy for females is approximately 72 years.

MAJOR CONTRASTS IN VALUES, ATTITUDES, PERCEPTIONS AND PERSPECTIVES

In introducing a study about the Japanese economy, it is important, at the outset, to review and to be familiar with some of the major contrasts in values, attitudes, perceptions, and perspectives of the Japanese and United States cultures. Many writers have investigated the success of the Japanese economy. Their conclusions seldom vary, as they indicate that there is little difference between the management methods of the most successful companies in the United States and Japan. Entrepreneurship, market-oriented approaches, and worker participation are considered keys to success.

Cultural differences, however, are significant in the two societies. The precise extent to which these cultural differences are responsible for the dynamic growth and development of the Japanese economy is not clear. Suffice is to say that these differences, as described below, have had an impact on the Japanese economy.

UNITED STATES	JAPAN
a. Heterogeneous population. (Americans proud of this; "melting pot" or "salad bowl?")	a. Homogeneous population. (Japanese happy with this)
B. Individualistic	B. Group Consciousness ("the nail that stands out, gets bent over.")
c. Direct; approaches problems "head-on"	c. Indirect; circumspectual
D. Analytical; calculating	d. Feeling
e. Desire for quick, short-term results	e. Patient; long-term oriented
f. Promote differences	f. Avoid differences
g. Friction	g. Harmony

GROUP CONSCIOUSNESS VS. INDIVIDUALISM*

In a continuum of human relationship, with individualism and self-interest at the one extreme and group concern and consciousness on the other, is found a major contrast in the cultures of Japan and the United States. Most Japanese have a strong group consciousness and sense of unity. Many believe that agreement on goals and accomplishing them makes the group successful. For example, identification for a worker is with the company as it is viewed as a community of people with common interests and objectives. The company is responsible for providing to the worker (and family) and in return, the worker is conscientious, works long hours, is concerned about quality, and is loyal to the company.

* Few Japanese workers take their full annual vacations and seldom will they take more than a few days at one time.

* Promotion is through seniority. People are committed to the group they are part of and are promoted according to length of service. This does not discourage young workers because they know they will be promoted. As workers near the age at which the top positions are possible, a screening process does occur.

* As a young employee begins to work for a company following graduation from a university, it is expected that he/she will start at the lowest levels of employment and, over time, gain experiences in every operation in the company. If one is to supervise production, one must first have experience with that job.

* Management is expected to look after employees; e.g., offer advice on personal matters, marriage arrangements, etc.

* Working overtime is commonplace. Many sacrifice family for business (without additional financial incentives). While the standard workweek is 40 hours, the average number of hours actually worked in manufacturing in 1984 was 43 hours per week.

* White color workers, especially those in middle management positions typically work a minimum of 9 or 10 hours per day, 5 to 5 1/2 days per week.

* Acknowledgements are made to Dr. John J. Cogan, University of Minnesota, for excerpts taken from his presentation on "Teaching About the Japanese Economy" at the 1985 JCEE-NAEE Annual Meeting in San Francisco.

* Many larger and powerful Japanese corporations provide "life-time employment." About 35 percent of the nation's labor force have life-time employment.

* Retirement at life-time firms usually comes at age 55. Workers are provided lump-sum retirement payments, but upwards of 75 percent of them are rehired immediately at lower salaries or by smaller companies.

* Many Japanese companies provide extensive social services for their employees. New employees are often housed in company-built dormitories. Many stay; as long as five years, leaving to get married and moving into their own homes which the company often helps to finance.

Relationships, as a rule, are far more harmonious than are found in many American companies. Human relationships in the business world are reflective of the relationships in the society-at-large.

DECISION-MAKING: BOTTOM-UP VS. TRICKLE DOWN

This is another major contrast between the cultures of the two societies. In Japan, decision-making tends to be collective; that is, many decisions come from the middle, pass up through the hierarchy, and down in the form of consensus. The opinions and suggestions of those responsible for production are highly valued. Their ideas are solicited, gathered, and forwarded up to management levels, on up to top company officers. Everyone is in general support of a new policy, project, or practice. This model, called the "Ringi System," is used to arrive at consensus. This process is not restricted to the business environment but is used within the Japanese family as well. It reflects the community or team concept of the Japanese culture.

HOMOGENEITY VS. HETEROGENEITY

Unlike the United States which prides itself on its diverse population, Japan, racially and culturally, has the distinction of having the most homogenous population of any major nation in the world. More than 97 percent of the population of Japan is united by a common racial inheritance, culture, language and citizenry, some of which can be traced back to prehistory.

This factor, in large part, explains why Japan has been able to Westernize its society and yet maintain its culture and identity. Since the basic commitment of the people is to the welfare of the group rather than to religion or ideology, Japanese find it relatively easier than many peoples to accept change.

DEPENDENCE VS. INDEPENDENCE

People of the United States tend to be individualistic and value their independence. In contrast, kinship with fellow beings is uppermost in Japan. Understanding the concept of amae is key to understanding the Japanese and gaining an understanding of why the economy works as it does. An overly simplified definition of amae is dependence. It is reflected in the dependence of an infant or child on its mother. The concept transcends adult life; company managers provide welfare-types of services to their employees. First and uppermost, amae is an emotion. It is the feeling and knowing that one can depend upon others and that, in turn, one can be depended upon to assist others.

PATIENCE VS. IMPATIENCE

There is a tendency for North American decision-makers, including managers, politicians, and bureaucrats to look for short-term results. Because business managers, in particular, are required to provide quarterly reports to stockholders, there is often a tendency to pursue short term policies that will produce immediate profits to impress stockholders rather than to reinvest larger shares of profits in plant, equipment or research. Office holders behave similarly in order to win re-election.

The Japanese tend to think in terms of centuries rather than in months or even years. When Americans consider long-term planning, they project their thoughts over a 3 to 5 year period; Asians, over 25 to 50 year period. This patience is reflected in business planning. New ventures, for examples, may not be expected to turn a profit for at least a decade.

FRIENDSHIP VS. RELATIONSHIPS

Generally speaking, Americans are very considerate in human relationships. They are very open-minded, straightforward, and uncomplicated. They generally act with good intentions but tend to see things from their own perspectives. They see nothing wrong with this and expect others to share their views. The vast majority of Americans often have little interest in foreign countries, yet they feel no aversion to associating with foreigners on a personal basis, even with those they meet for the first time.

Friendship is very important in Japanese culture and is not taken lightly. Bonds formed in childhood, in school, or in the university, continue throughout a lifetime. These relationships are carried on daily in the business world. One would not think twice about doing business with a long time friend as opposed to an outsider even if service, product, or price from the latter were slightly better.

Gaijin, which literally means "outsider", is the term used by the Japanese to designate a foreigner. While foreign visitors to Japan are typically treated with great courtesy and respect, this cannot be construed as being given an open door into the mainstream of Japanese life. Though there are increasingly numerous exceptions to the rule, the majority of Japanese still find personal dealings with foreigners something of a strain. Despite their readiness to adopt Western ideas, techniques, and institutions, the majority of Japanese don't welcome too much personal contact with foreigners and, ingrained in their culture, there is a kind of feeling that the Japanese are superior to the rest of the world.

PEACE WITH NATURE VS. CHANGING NATURE

Nature and one's relationship to it are sacred to the Japanese. They are at peace with nature. The Japanese believe things in nature were placed there for a purpose and that it is important to accept and try to understand that purpose.

This is in stark contrast to the Western orientation which is to try to harness, control, and change nature.

DIRECT VS. INDIRECT APPROACHES

It is important to realize the existence of major contrasts on how the Japanese approach matters. As opposed to Americans, Japanese abhor direct personal confrontation and in order to avoid it; rely on consensus-building to arrive at decisions. The manner in which consensus is achieved is through a feeling-out process involving all those who might be concerned with the issue. No firm stands are openly taken; argument is implicit rather than explicit. As decisions are made, everyone "is on board." Rarely does an individual make a unilateral decision.

There are important differences on how the two societies look upon the law as a means of resolving issues. The Japanese system is deeply rooted in tradition and terms of Japanese laws are deliberately left open for interpretation. Matters are often taken care of through the exercise of discretion and administrative guidance. For the most part, this procedure is unacceptable to the Americans.

As a point of interest, there are approximately 12 million attorneys in the United States as compared with only 12 thousand in Japan. Americans are much more inclined to take one another to court as a means of resolving disputes. As a result, most businesspeople tend to act calmly when a law suite has been initiated. On the other hand, the Japanese rarely seek recourse through the courts. They take suits very seriously, and almost feel as if they are being brought before an inquisition.

THE IMPORTANCE OF EDUCATION; EFFORT VS. ABILITY

The process of education is of primary importance to the Japanese, to those involved with business and industry, and to the society at large. It is the educational system, which along with strong family relationships, develop the sense of community conscientiousness, the concept of amae, that teaches patience and perseverance, and instructs that the entire being, not just the intellect, must be nurtured.

Education, based on cultural value and attitudes which are centuries old, is the underpinning of Japanese society. Excellence and extraordinary effort needed to attain such, are taken as a given. The public school education system in Japan is considered to produce a higher level of educational achievement across the society than experienced in the United States.

At present, 96 percent of all Japanese students enter the upper secondary schools (grades 9-12) and 37 percent graduate from a university.

Accordingly, the workers in Japan's factories, businesses, banks, etc. come to their employers with high skills, knowledge levels, and attitudinal/behavioral patterns conducive to job performance; i.e., punctuality, regular attendance, etc. This, in conjunction with the value described earlier, make for a powerful workforce to drive the second most productive economy in the world.

There is tremendous emphasis upon achievement in examinations to qualify a student to attend the nation's most prestigious universities, for this, perhaps more than any other factor in Japan, determines one's economic success in life.

WHAT AMERICAN STUDENTS SHOULD KNOW ABOUT THE JAPANESE ECONOMY*

A. Historical Background

1. Japan has been positive in her adoption of advanced knowledge, skills, and technology from developed countries and their adaptation to the needs of the Japanese people since ancient times.

   While until quite recently, Japanese culture and society developed in comparative isolation, by no means was Japan uninfluenced by external forces. China, in particular, has had major influence (especially spiritual and intellectual; e.g., Buddhism and Confucianism; writing; etc.). Western Europe and the United States have been influential in such areas as government, education system, transportation, technology, etc.).

2. During the years, 1603-1853, the Edo Period, domestic industries and commerce were developed.

3. Modernization (westernization) and policies promoting trade and industrial development were initiated in the Meiji Era (1868-1912).

B. Cultural Particularism and Managerial Universalism

1. Two major thoughts on why Japan achieved a high rate of economic growth following the Second World War.

   a. Cultural Particularism - Japan's high rate of postwar economic growth was based on cultural characteristics such as strong group consciousness and loyalty to one's group, lifetime employment system and the Confucian philosophy of hard work.

   b. Managerial Universalism - Japan's success resulted from good management insuring the balance between human values and productive efficiency.

*Excerpts from presentations made by Professors Eiji Yamane, Mie University, and Tadahisi Uozumi, Aichi University of Education, at the 1985 JCEE-NCEE Annual Meeting in San Francisco on "Teaching about the Japanese Economy."

c. These two thoughts are complementary to each other.

2. Other factors responsible for Japan's Economic Growth include:

a. There seems to be a national consensus that Japan has to catch up to other advanced countries through an expansion of its economic activity and improvement of its efficiency.

b. Japan enjoys a national policy that encourages trade, and that promotes high quality work and rapid productivity growth by the cooperative labor-management relationships.

c. Japan has been able to concentrate on efforts to rebuild and expand industries rather than on expenditures for national defense.

C. Characteristics of the Japanese Industrial Structure

1. Drastic and rapid decrease in participation of the labor force in primary industries.

	Year 1960	1978
Primary Industries	30%	10%(of the labor force)
Secondary Industries	33%	35%
Tertiary Industries	37%	55%

2. Continued importance of agriculture in the Japanese Economy.

The Agricultural population in Japan is almost 4 million people. The average farming household owns about 1.2 hectares of land (not quite 3 acres). By comparison, the average American farm is 150 times as large.

There is a considerable amount of "moonlighting" in agriculture; that is, many farmers hold a fulltime job elsewhere and work on their farms in the evening and weekends. Much of the agricultural work is also conducted by women. Land in Japan cost 20 to 30 times what it costs in the U.S.

Very few young people, and even fewer university graduates, are in agriculture.

It is stated by the Japanese that if it were not for import restrictions and price supports, many farmers would be forced out of business.

D. Industrial Organizations In Japan

1. Many big businesses are organized in trading companies, called Sogo Shosha, which bring together such fields as finance, engineering and construction, communications, transportation, wholesaling and distribution, marketing, and natural resources development to develop industrial activities and trade flows for both domestic and world commerce.

2. The nine leading Sogo Shosha in Japan accounted for 44 percent of all exports from Japan and 66 percent of all imports to Japan in 1984.

3. The Sogo Shosha work in many ways to stimulate world trade, including serving as intermediaries, providing access to distribution networks, organizing business projects, providing financing, making investments, arranging and participating in joint ventures, and in the organization of raw materials development.

4. Most industries are organized as competitive oligopolies.

5. Parent company-subcontractor relationships exist in some industries.

6. Extensive efforts are taken to insure quality control, high productivity, and the reduction of costs through such practices as inventory (subcontractors provide parts on a carefully prescribed schedule to the parent company.)

E. Strong administrative guidance to industries and enterprises is given by government ministries; e.g., Ministry of Trade and Industry (MITI), Ministry of Agriculture and Fisheries, etc.

F. Characteristics of management and work habits in large Japanese enterprises

1. The permanent employment system

a. Hiring occurs at a fixed time (usually April) when Japanese companies interview and hire employees just after their graduation from schools. As workers are employed, they are provided training. The lifetime employment system encourages the companies to think of long-term training for their employees.

b. Japanese companies do not employ new graduates to fill specific jobs of functions. The decision on hiring is based on the personal characteristics of the individuals.

Companies transfer employees with relative ease when new equipment or technology makes changes necessary.

c. It is generally the practice that an employee will remain with a company until retirement, although some changes are occurring in the informal system of "lifetime employment."

2. The seniority-based wage system

a. A customary practice of having salary and status rise in accordance with length of service is practiced.

b. The wage system is tied in with the lifetime employment system.

c. Pay increases are made annually, based on position, education, and number of years of service. Individual abilities and skills are highly valued.

d. The advantage of the lifetime employment system relates to stability of employment and income. It leads employees to a feeling of loyalty to their companies. Success of total QC (Quality Control) which has contributed greatly to economic growth, is dependent upon the feeling that one has being a member of the whole group. This feeling contributes to loyalty for the company.

e. At present, the employment system is under modification. As employees grow older, there is a pronounced increase in costs. On the other hand, increased use of automated equipment and robotics require less skilled labor. Companies are changing long-term training practices for employees to more in-service training for specific skills.

f. With a considerable and increasing number of part-time employees, the concept of lifetime employment is undergoing change.

3. Labor-Management Relations

4. A family-like relationship between managers and workers generally exists in many large as well as small companies.

5. Competition of workers in an enterprise exists. e.g. production, quality, etc.

6. Fringe benefits, such as residence, recreation education and skill training are given by many companies and further benefits are sought after by the unions.

7. High levels of investment, including the introduction of new technology is a common characteristic of most companies.

8. High productivity - over the past decade, Japanese productivity has increased 80 percent; in the U.S. productivity increased 15 percent. Labor unions in Japan work toward increased productivity.

9. Japanese management (derived from American management has been adapted for utilization in Japan).

F. Labor and the Labor Market in Japan

1. Highly educated labor force

2. High hopes for advancement through education

3. Minimal race problems

4. Movement of young workers away from agriculture to industry.

G. Other Elements Affecting Economic Growth in Japan

1. High rate of personal saving (18 to 20 percent annually)

2. Increasing demand and consumption of consumer durable goods

3. Low cost of imported oil prior to 1973 and currently

4. Concentration of many factories in specific area; e.g., the Pacific Belt Zone

5. The low level of expenditures related to national defense

6. Changes in the exchange rate for the dollar and yen-often favoring the yen.

H. Current Problems in the Japanese Economy

1. Criticism of large and growing trade surplus

2. Growing national deficits caused by social welfare programs

3. Insufficient investment in life-related social capital

   The proportion of aged persons relative to Japan's total population is increasing; Japan will have one of the most aged societies in the world in the 21st century.

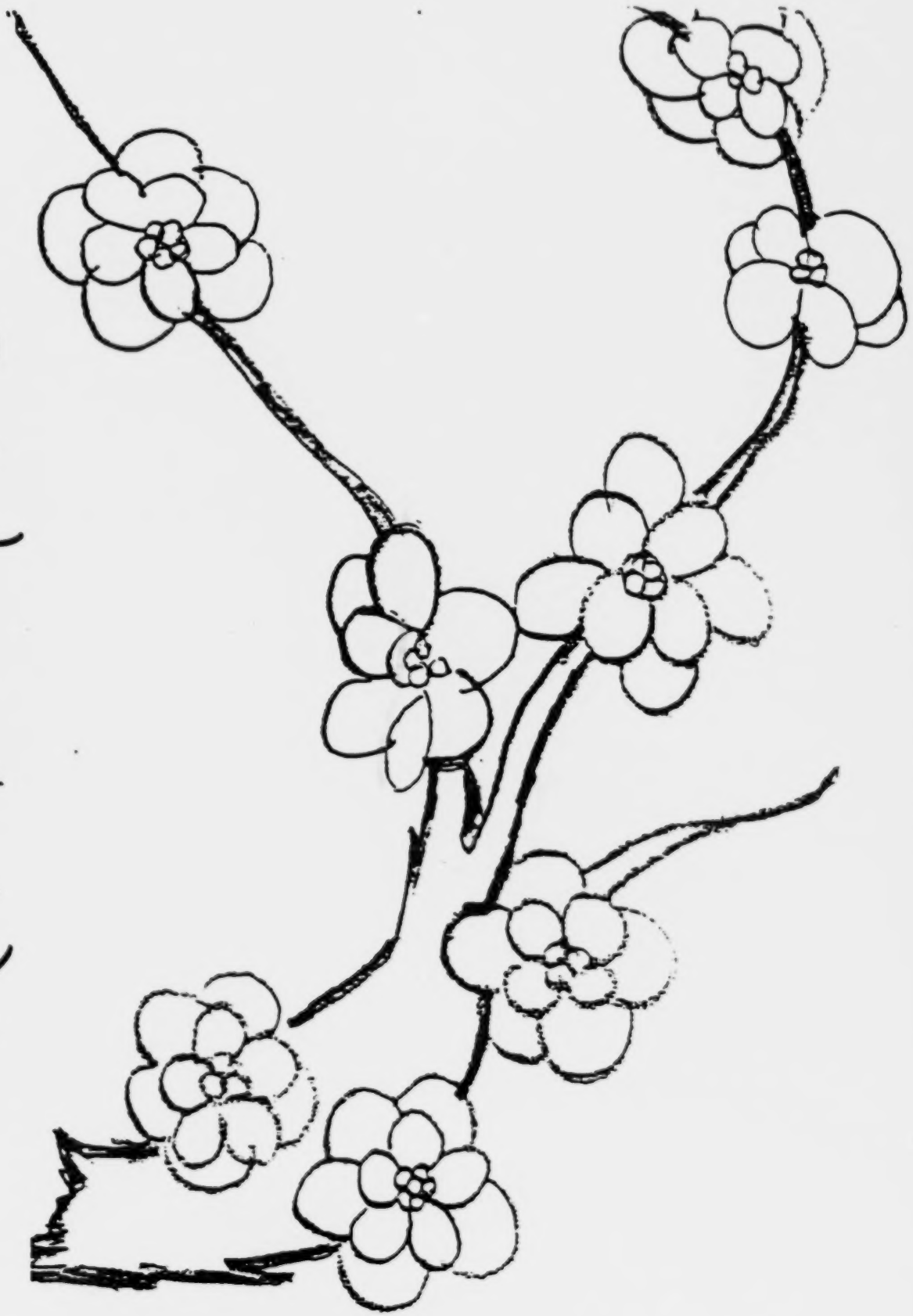
4. Pollution and the protection of the natural environment

5. Depopulation in rural areas and overpopulation in urban areas

6. Declining self-sufficiency and low efficiency in agricultural production

7. Need for technological creativity.

PRIMARY



TITLE:	"Let's Compare"
SUBMITTED BY:	Thelma Gurley and Bonita Gray
GRADE/SUBJECT:	Primary
RATIONALE:	The purpose of the following activities is to help primary students become aware that all people, no matter what their cultural and economic systems, have the same basic needs. The differences and similarities occur only in the approaches used to satisfy them.
CONCEPTS:	Needs, wants, goods, services, natural resources.
TIME:	Four or five 20-30 minute lessons divided according to teacher preference.
MATERIALS NEEDED:	Large bulletin board or place for large mural; oak tag, scissors, bulletin board paper, worksheets included, crayons, brads-paper fasteners, stapler, old magazines, catalogues with pictures of toys, worksheets. References: Jalobsen, Karen. A New True Book Japan, Childrens Press, Chicago. 1982. Davidson, Judith. Japan-Where East Meets West. Dillon Press, Inc. Minneapolis, Minnesota. 1983. These or similar books can be found in the children's section of the public library.

PROCEDURE:

Motivational Activities - See Bulletin Board - Let's Compare

1) Put up a bulletin board highlighting Japan and the U.S.
2) Have students make figures of themselves out of oak tag.
3) Fasten arms and head on body with brad.
4) As countries are discussed, students place themselves on the map.

Lesson 1 - Needs-Wants, Clothing

1) Discuss with the class that needs are things people must have to survive (live). The three basic needs are food, clothing, and shelter.

2) Say, "Today we will talk about clothing."
3) Ask, "Do we need clothing? Why do we need clothing? (protection) From what?"
4) Give students white typing paper.
5) Demonstrate how to place paper doll on top and trace around.
6) Have students trace on clothes and color.
7) Have students cut out and paper clip outfit to doll.
8) Place on U.S. map.

Lesson 2 - Needs-Food
1) Review Needs and Wants.
2) Discuss food as a need.
3) Ask, "Could a person live without food? What is your favorite food? What kind of food do you eat the most?"
4) Have students draw and put pictures of food on the board Example, hamburgers, hotdogs, breads, milk, vegetables.

Lesson 3 - Needs-Shelter
1) Review a need.
2) Ask, "Do you need something to live in? Why?"
3) Have students draw a picture of their house.
4) Place students work on board.
5) Instruct the students to write the number of rooms in their house on their picture.

Lesson 4-6 Needs in Japan
1) Go through the first 3 lessons again only talk about boys and girls in Japan. See comparison list for information (Attachment 1). Picture of clothing of Japan is included (Attachment 2).
2) Have students dress figure in traditional Japanese kimono. Explain to students that this dress is for special occasions. Usually they would wear jeans or silk dresses like children in America.
3) Discuss needs and wants of both countries.
4) Have students find pictures in toy catalogues of things U.S. children want.
5) Ask, "Do you think children in Japan want the same things? On the Fourth of July holiday - what do children want?" (firecrackers, caps, sparklers).
6) Contrast this with the May 5 Boy's Day in Japan. (Families celebrate the number of boys in a family by flying fish kites in front of their houses).
7) Have students design their own fish kite (worksheet provided).

EXTENSION:

Lessons can continue with comparisons of countries. Emphasis should be placed on land formation, natural resources, and how these resources are used to manufacture goods and meet needs. See (Attachment 1) for suggestions.

ATTACHMENT 1 - LET'S COMPARE

COMPARISONS

Below are some suggested ideas:

	JAPAN	UNITED STATES
NEEDS		
Food	fish, rice, tea	hamburger, hot dog, milk bread
Clothing	jeans, kimono, wooden sandals (geta)	jeans, suits, dresses tennis shoes
Shelter	small 3 or 4 room house, no yard, pads on floor (futon)	large house with yard, beds
LAND FORMATION		
	4 islands volcano Mt. Fugi little farmland use mountainsides much fishing	large continent volcano Mt. St. Helens much farmland plains, little fishing

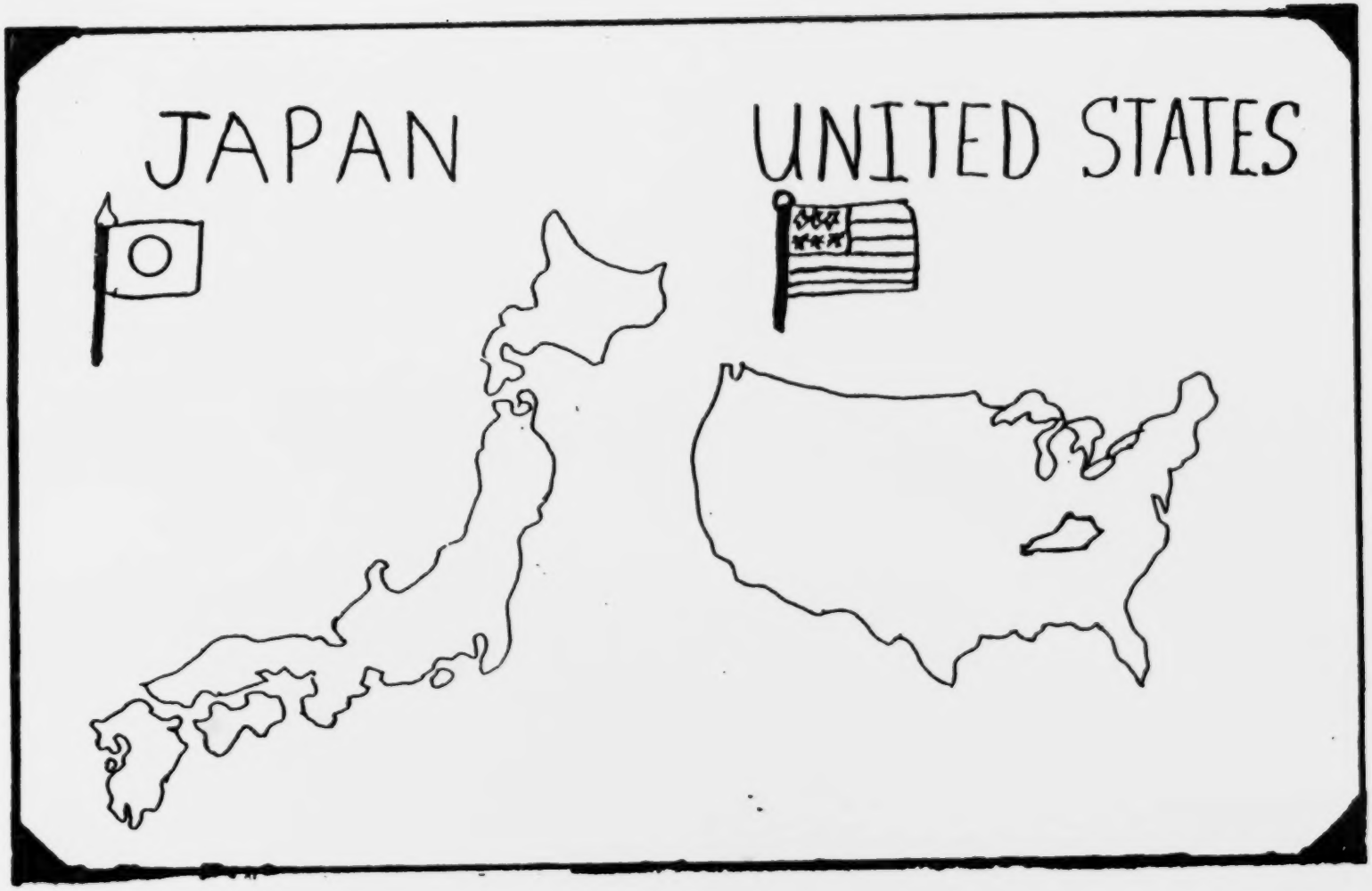
WANTS

Our wants are met by Goods and Services. Discuss electronic products made in Japan Cars

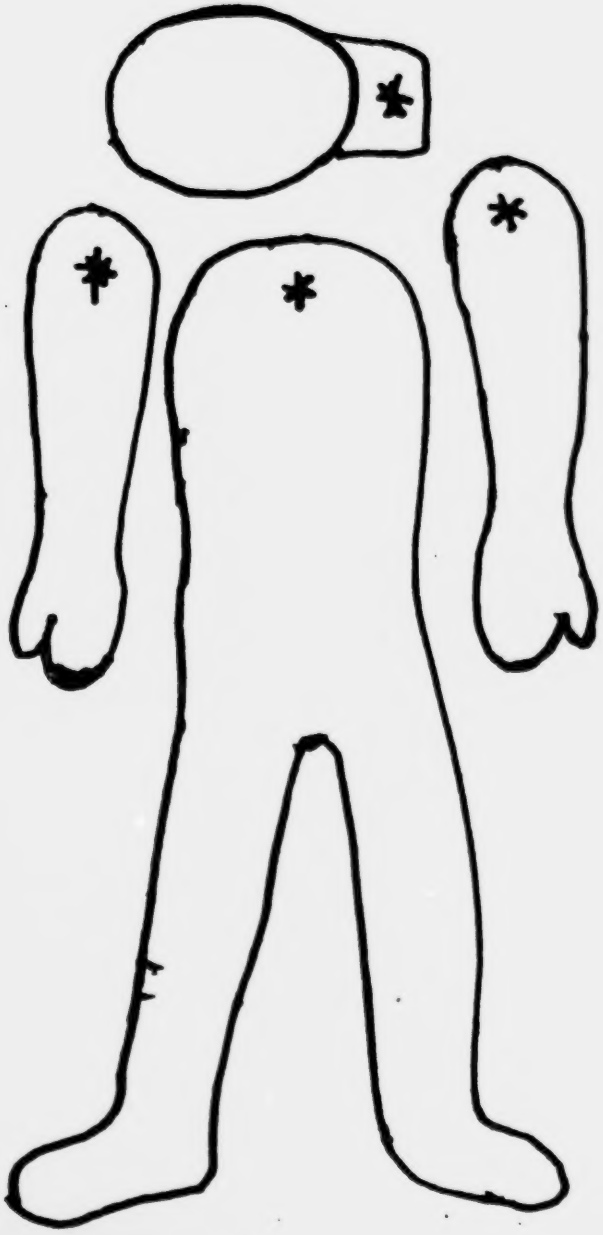
The words import-export could be introduced.

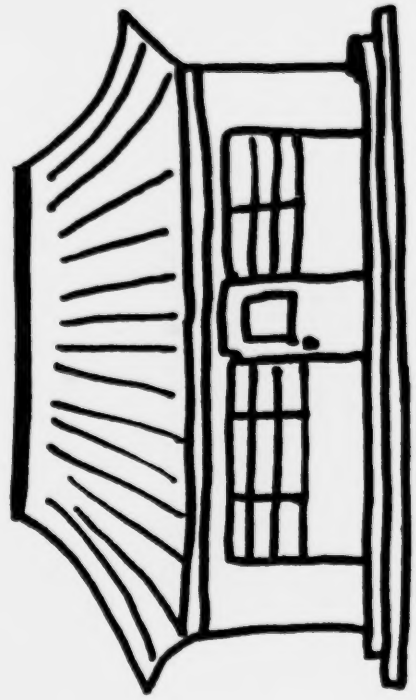
We send Japan soldiers (a service). They have no military.

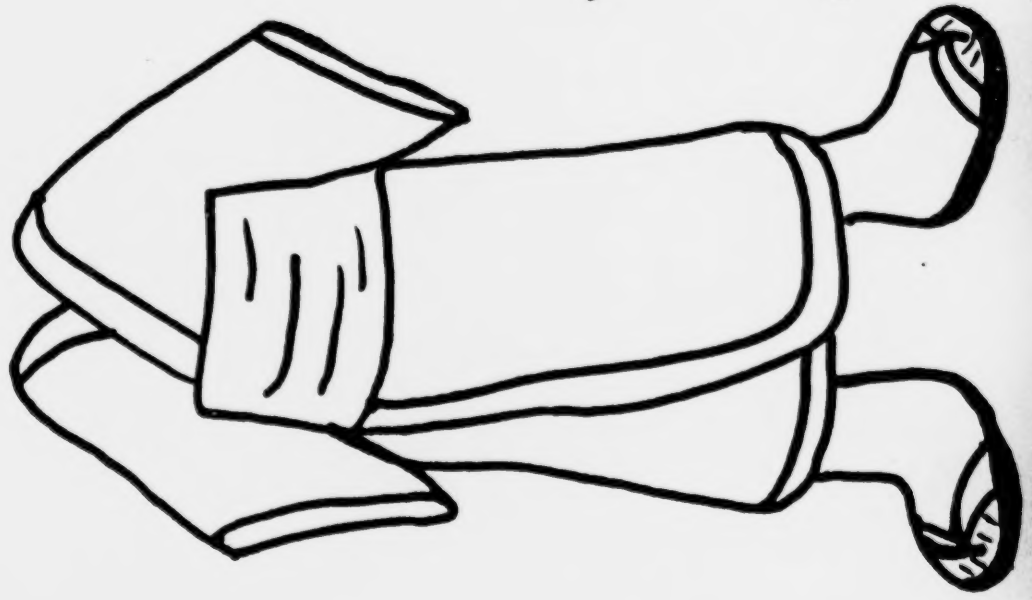
BULLETIN BOARD



ATTACHMENT 2







*ATTACH WITH BRADS

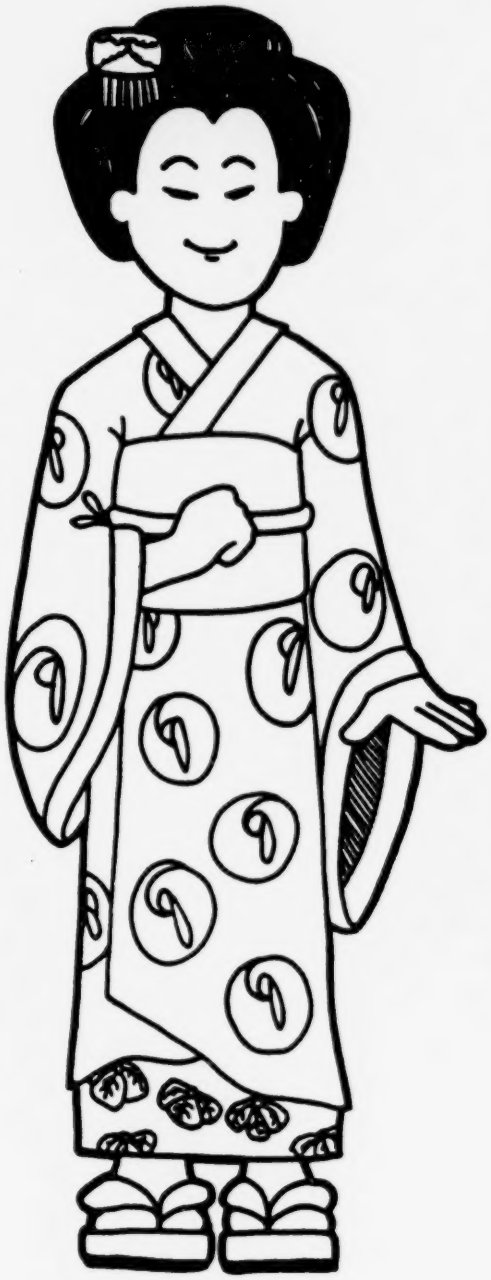
Name _____ Skill: Vocabulary. Following directions

A Japanese Bookmark

Use the Dictionary Box to help you color the picture.

Dictionary Box

geta - wooden sandals
kimono - Japanese robe
obi - sash
tabi - ankle socks

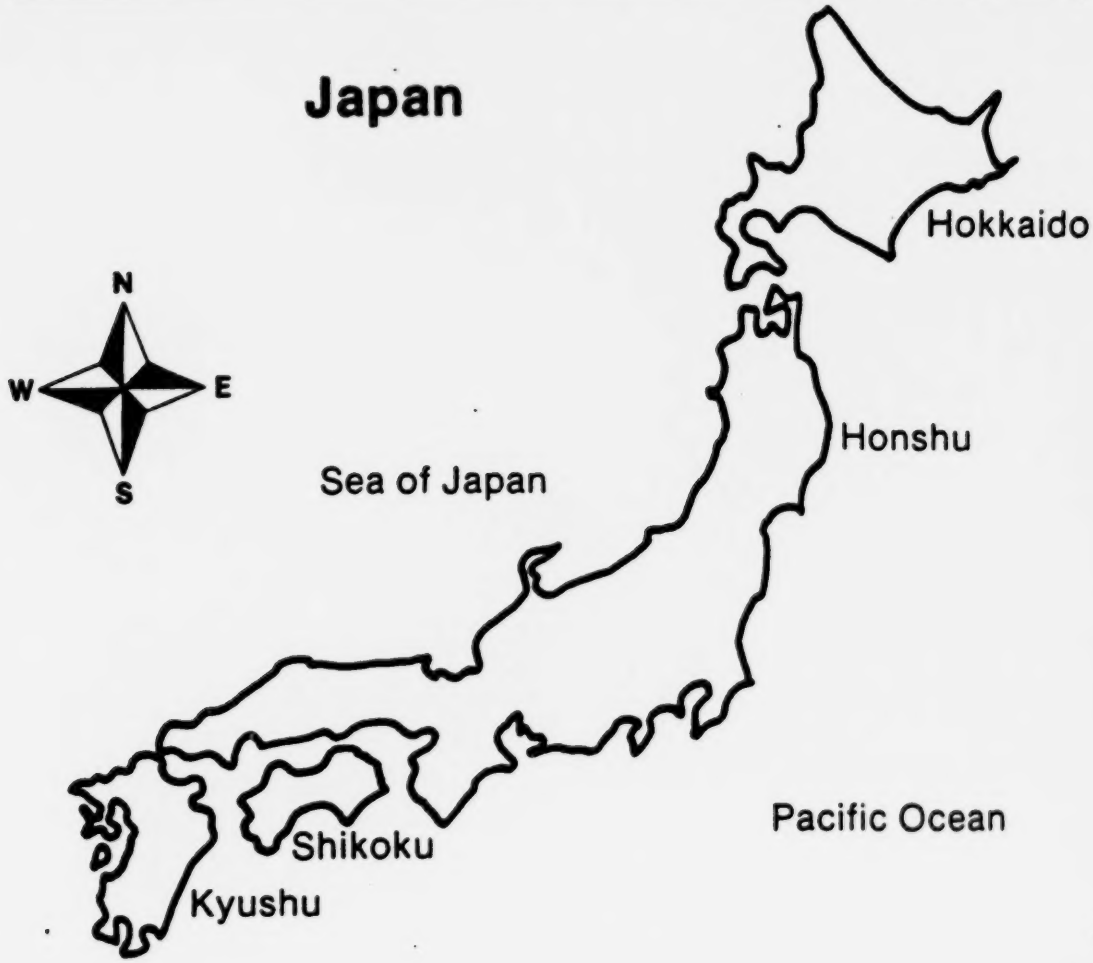


1. Color the obi blue.
2. Draw a fan in the girl's hand.
3. Color the tabi white.
4. Color the geta brown.
5. Color the kimono in bright colors.
6. Cut out the picture and paste on a strip of cardboard to make a bookmark.

Brainwork! Find out how a boy's kimono is different from a girl's kimono. Make a bookmark by drawing a boy in a kimono on a long, narrow strip of paper.

Name _____ Skill: Map reading

Japan



1. Write the names of the four islands in order of size from smallest to the largest.

_____, _____, _____, _____

2. Color the largest island yellow.
3. Color the smallest island green.
4. Color the island farthest to the north blue.
5. Color the island farthest to the south red.
6. What body of water borders Japan on the east?

_____

7. What body of water borders Japan on the west?

_____

Brainwork! Japan is an island country. See how many other island countries you can find on a map.

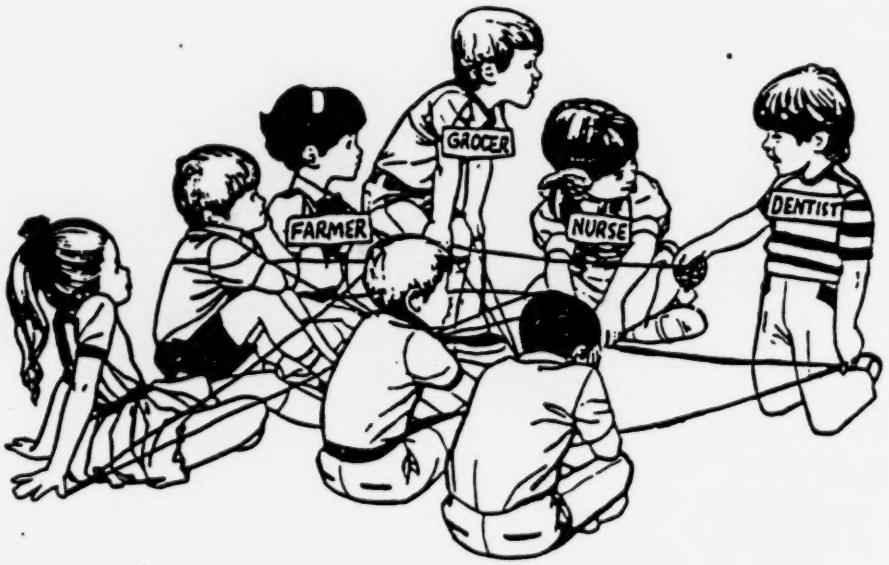
Answers: 1. Shikoku, Kyushu, Hokkaido, Honshu 2. Honshu-yellow 3. Shikoku-green 4. Hokkaido-blue 5. Kyushu-red 6. Pacific Ocean 7. Sea of Japan

THE WORKER'S WEB

An activity for exploring the advantages & disadvantages of specialization and the interdependence which is it's result.

Supplies: 3x8 tags for each participant with the name of an occupation on each. Pictures can substitute for words in kindergarten classes. Tags can be made in advance or students can make their own tags and choose their own occupations. In that case, students might discuss why they chose their occupations and what their opportunity costs were when they made those choices.

Activity: Participants sit on the floor in a circle, with each person's occupation tag clearly visible.



The leader takes the ball of string, and holding on to the end, rolls it to someone in the group and explains that he/she needs that person because...the grocer might need the produce farmer for tomatoes or he might need the restaurant owner to buy groceries from him. The second person holds on to the string and rolls the ball to another person. Continue till everyone in the circle has been "needed". The string should have formed a "web" shape by that time.

DISCUSSION:

1. What are some of the advantages of specialization?
2. What are some of the disadvantages? What happens if the fireman quits?
3. Lead the group to understand that because of specialization people need each other. People who specialize are interdependent.

TITLE: "A Picture Is Worth A Thousand Words"

SUBMITTED BY: Kay Robinson

GRADE/SUBJECT: Primary

RATIONALE: The purpose of the following art activities is to create interest in Japanese traditions and elements of their culture.

CONCEPTS:

TIME: 30 minutes for each art activity.

MATERIALS NEEDED: Handouts, Crayons, Scissors, Glue.

PROCEDURE:

1) Teacher may choose a story about Japan from the bibliography. Suggested titles are: Festivals Of Japan, The Seven Lucky Gods Of Japan, Folk Legends of Japan, Japanese Fairy Tales, or Kintaros Adventures.

2) Possible discussion topics:

   a. What do Japanese children like to do with their family and friends?

   b. What could Japanese children play with?

3) Students may complete art project while discussing the story.

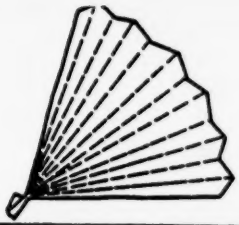
   a. How do Japanese children celebrate holidays?

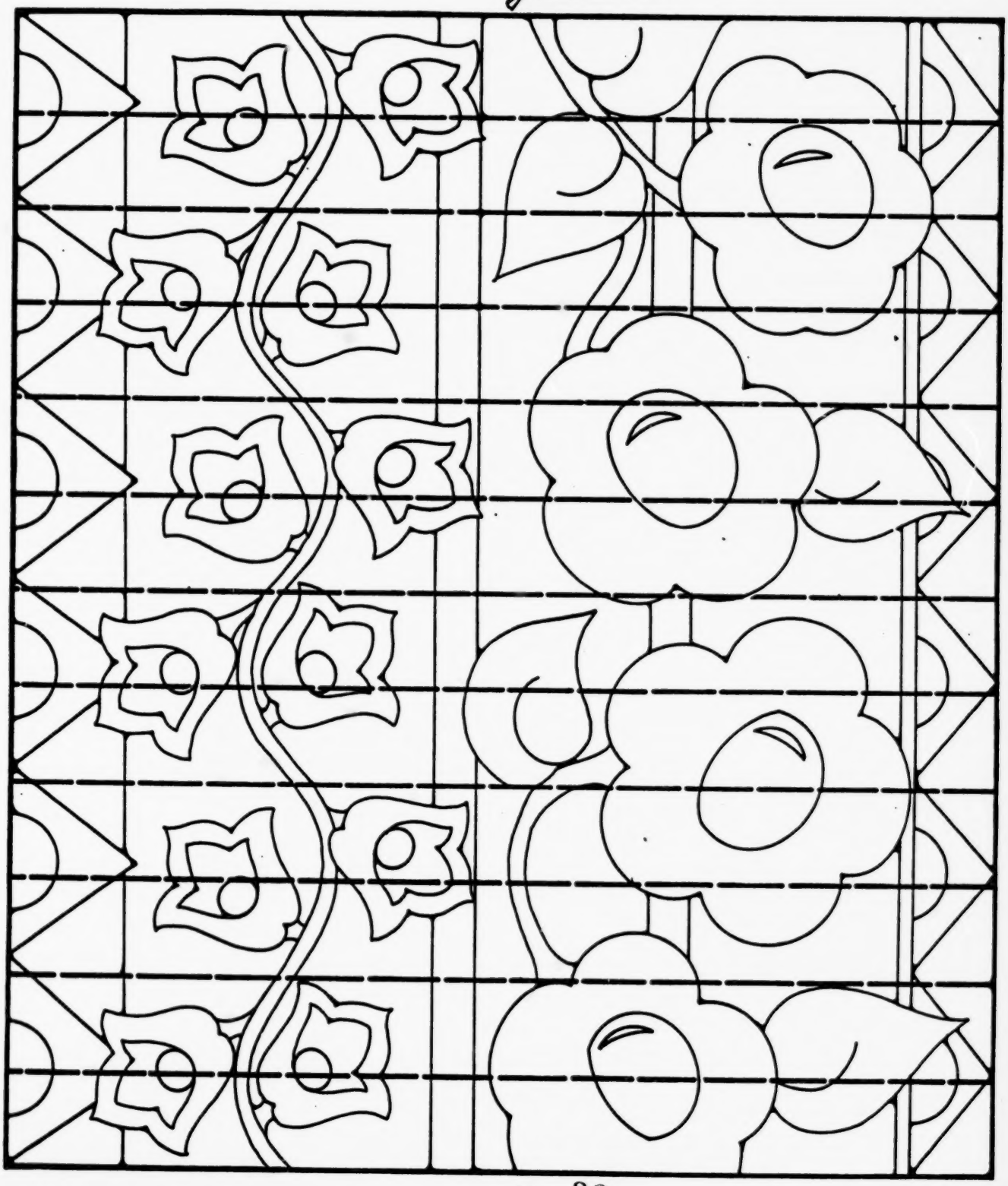
   b. How are Japanese children like American children? How are they different?

4) Create interest in further studies on Japan by using student-created art for a bulletin board display.

Fan

Cut out pattern. Accordian pleat.





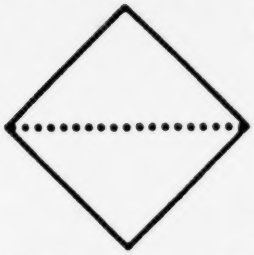
TAKEN FROM: JULY, INSTRUCTO, "PAPER FOLDING WITH ORIGAMI TECHNIQUES"

Name _____

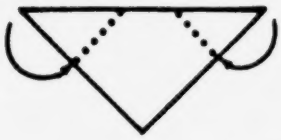
Skill: Following directions. Motor skills

An Origami Dog

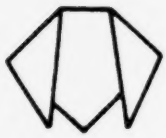
Cut out the 7-inch square below.



1. Fold the paper in half.



2. Fold the two pointed ends down.



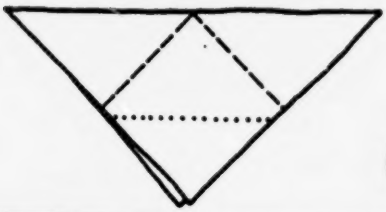
3. Crease folds.

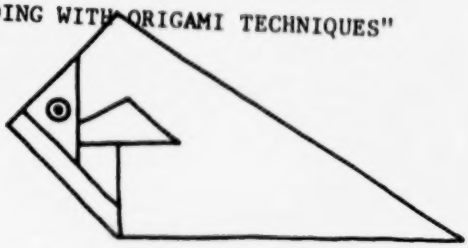
4. Draw on eyes and nose.

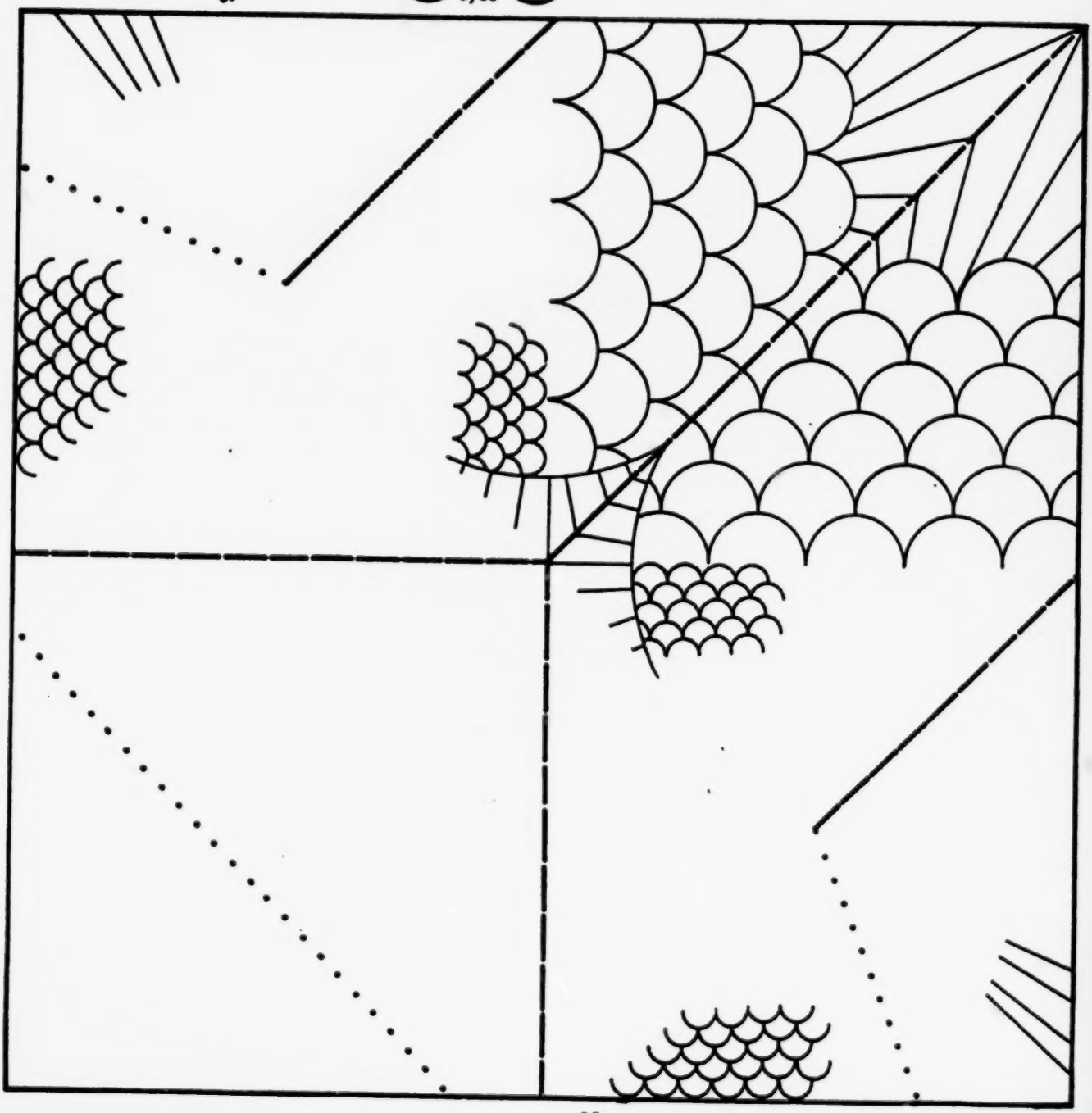
TAKEN FROM: JULY, INSTRUCTO, "PAPER FOLDING WITH ORIGAMI TECHNIQUES"

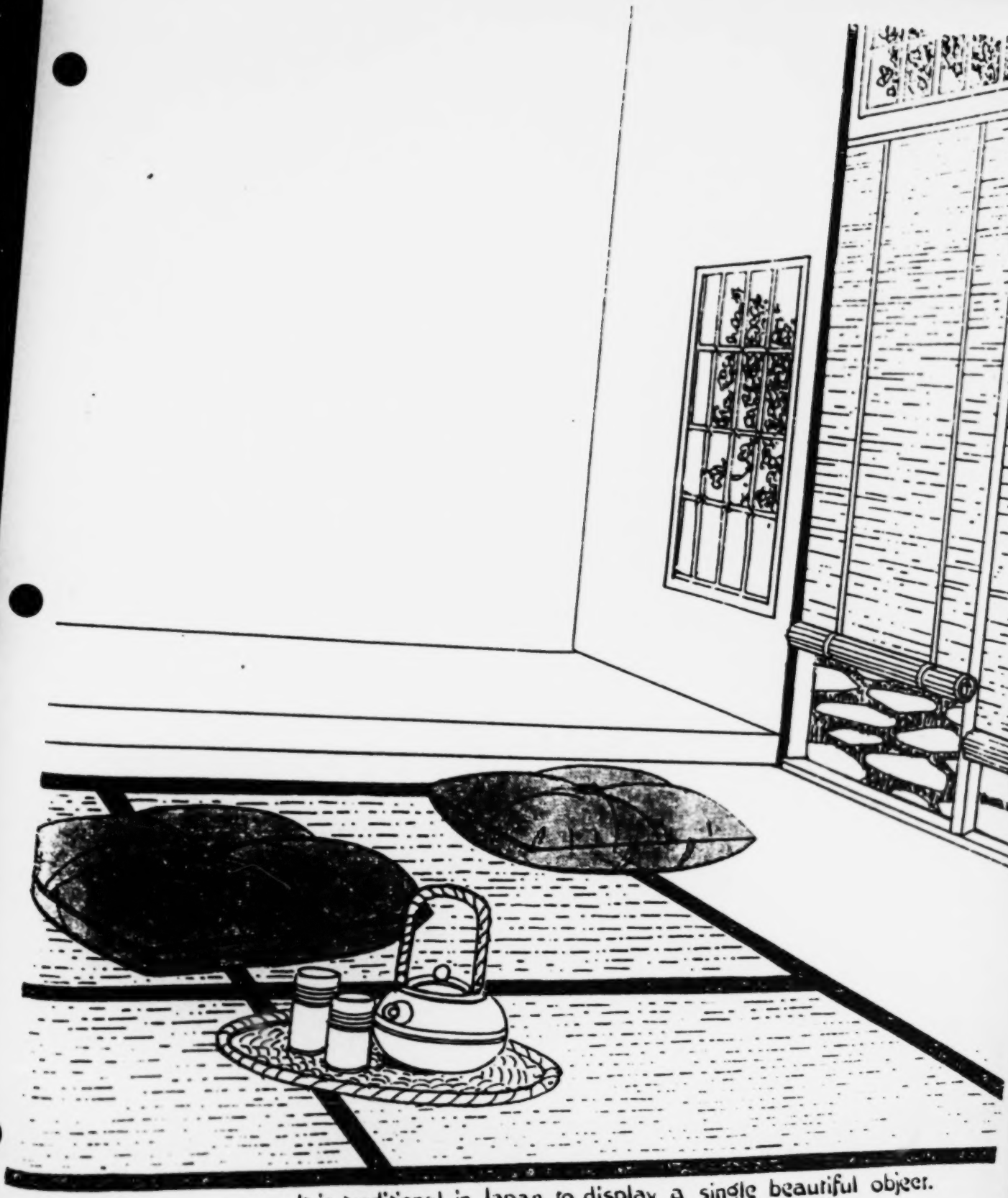
Fish

Cut out patterns.
Peak fold to triangle.









It is traditional in Japan to display a single beautiful object.
What would you choose for this room?

TITLE:	"A Ticket to Japan"
SUBMITTED BY:	Lanita Singleton
GRADE/SUBJECT:	Primary
RATIONALE:	The purpose of this activity is to showcase information learned during a study of Japanese culture.
CONCEPTS:	Teacher may select economic concepts appropriate to students ability level and interest - i.e. wants, needs, food, clothing, shelter, resources.
TIME:	On-going.
MATERIALS NEEDED:	Library books, pen-pal letters, films, resources for topics the teacher chooses to include in unit.

PROCEDURE:

After the content of the unit is covered:

1) **Create, with students, a language experience story about different aspects of Japanese economy and culture covered in the unit.**

2) **Separate the story into "parts" for students to read.**

3) **Decide on props needed to illustrate the story. Some students could participate as readers, dancers, story assistants.**

4) **Present play to classmates and/or other parents. (See Attachment for a sample of a teacher and student created play.)**

A TICKET TO JAPAN

(Play presented at Sanders Elementary, Louisville, KY)

INTRODUCTION

Konnichi-wa (good afternoon) Welcome to our presentation entitled "A Ticket to Japan." This year our class has been writing letters to a class in Japan. We have had lots of fun learning about their culture. We have learned about Origami (Japanese paper folding), how to count to 10 in Japanese, a Japanese song, a Japanese game and many more things about our friends in Japan. Now we will show you a little of what we have learned.

* Japan is located in the Pacific Ocean and lies off the continent of Asia. The whole country of Japan is smaller than the state of California. (Student holds up globe and points to Japan)

* Japan has four main islands. All around the four main islands there are more than three thousand smaller islands. (Student points out 4 islands on a map)

* Although Japan is a small country there are about one hundred million people on the islands. (Shows a picture of people in Japan)

* Tokyo is the capital of Japan and also has more people living in that city than any other city in the world. (Student points out Tokyo on the map)

SCHOOL

* Japanese children must go to school from age six to fifteen. The nine years consist of six years in elementary school and three years in high school.

* Our Japanese pen pals wrote us and said they have to go to school on Saturday. Can you believe school on Saturday? What about our cartoons? (Student holds up letter from Japan)

* Japanese children do not have a school bus so they must walk to school. They carry their paper, books and even their house shoes in a school bag on their back. Japanese children must take their shoes off and put on their slippers before they enter the classroom. (Student holds up picture of students walking to school)

HOUSES

* The Japanese house has wooden sides, plaster walls and tile roofs. The houses are not painted, either on the inside or the outside. The roof of the house turns upward as if it is smiling at us.

* The number of rooms in a house may be changed by movable walls called fusuma. They slide back and forth and separate the rooms.

* Most Japanese people usually sleep on a pad called a futon (Futon). The futon is kept in a closet until time to go to bed. (Student holds up pictures of houses in Japan)

JAPANESE FLAG

* The Japanese flag is very simple. It is all white with a red circle in the middle. The red circle stands for the rising sun. (Student holds up a Japanese flag)

BOYS DAY

* On May 5, the Japanese celebrate Boys Day. Each family will hang a carp (fish) kite to represent how many boys are in their family. Two kites would mean they have two boys. (Student holds up a carp kite) See Attachment.

JAPANESE CLOTHING

* The Japanese wear western-style clothes. The Japanese shoes are called geta or zori. Geta are wooden clogs with raised platforms. Zori are sandals made of straps. Tabi is the name of the Japanese sock.

JAPANESE COUNTING

* Our class has been learning to count to 10 in Japanese. (See handout for numbers)

FOOD

* The children of Japan drink milk. Rice is their most important food. They eat meat, fish and vegetables. They sit on pillows and eat from low tables. They eat Japanese food with chopsticks. (Student holds up picture of a Japanese family eating a meal)

CHOPSTICKS

We are dainty, long and light; it takes skill to hold us right.

Like two sticks with pointed toe, a clever woodman made us so.

But our cousins are of bamboo, square on top, with rounded shoe.

We can pick up fish, or a pea; we help kobo with his meals three.

If you don't know how to clap, we just might land in your lap.

(Choose two students to recite poem using chopsticks)

Jefferson County Social Studies Guide

1978, Levels 1-5

Children in Other Lands
1970 Educational Research
Council of America
Allyn and Bacon, Inc.

TITLE: "Chopsticks Race"

SUBMITTED BY: Barbara Flener

GRADE/SUBJECT: Primary

RATIONALE: The purpose of this activity is to allow students to participate in a fun activity in which they can demonstrate proficiency in the use of chopsticks.

CONCEPTS:

TIME: 20 minutes.

MATERIALS NEEDED: 2 sets chopsticks, marshmallows, 4 saucers.

PROCEDURE:

1) Place a marshmallow for each student into a saucer, one saucer per team.

2) Place an empty saucer several feet away from each team.

3) Assign students into two teams; each team will line-up, one behind the other.

4) Give the first person on each team a set of chopsticks.

5) Explain to the students that on the signal "GO" the first team member will pick up a marshmallow with the chopsticks, walk to the saucer, drop the marshmallow in, go back to the line and give chopsticks to the next member, and so on until all team members have participated.

6) The winner is the first team to transfer all their marshmallows to the empty bowl.

TITLE:	"Eating with Chopsticks"
SUBMITTED BY:	Barbara Flener
GRADE/SUBJECT:	Primary
RATIONALE:	The purpose of this activity is to help students become aware of cultural differences through experiencing "difficulties" which arise when one faces a situation with which they are not familiar.
CONCEPTS:	
TIME:	30 minutes.
MATERIALS NEEDED:	Chopsticks for each student, marshmallows, raisins, bowls, tablecloth.

PROCEDURE:

1) Prepare a "table" on the classroom floor.

2) Give students chopsticks and bowl of raisins and marshmallows.

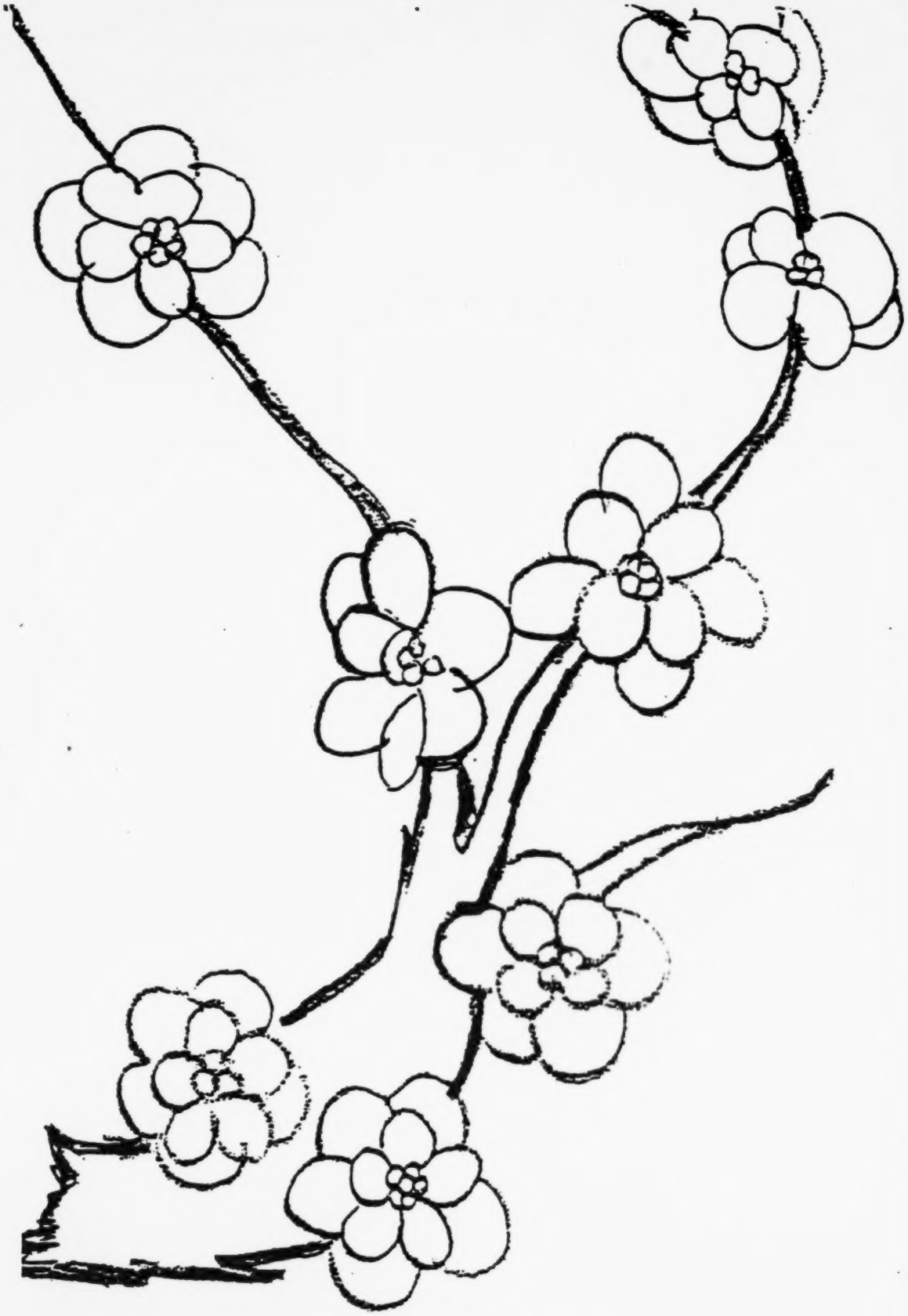
3) Instruct the students in proper use of chopsticks.

4) Allow time to practice and become proficient.

5) Brainstorm with students possible menu items which would and would not be easy to master eating with chopsticks.

EXTENSION ACTIVITY: Allow students to take chopsticks to the cafeteria and try them on appropriate items on the lunch menu.

INTERMEDIATE



TITLE:	**"I Did It My Way"**
SUBMITTED BY:	**Barbara Flener**
GRADE/SUBJECT:	**Intermediate**
RATIONALE:	**The purpose of this activity is to develop an awareness of wants, needs, cultural differences and preferences when designing products for a foreign market.**
CONCEPTS:	**Needs, goods, wants, demand, supply, marketplace.**
TIME:	**45 minutes.**
MATERIALS NEEDED:	**Umbrellas for each student, construction paper (or drawing paper) markers/crayons.**

PROCEDURE:

BEFORE START OF LESSON:

1. **Instruct students to bring an umbrella to school.**
2. **Ask students to remove shoes at classroom door before they enter for class.**

1) **Instruct students to fit umbrellas in lockers or desks.**

2) **Have them remove shoes each time they enter the classroom and put them on each time they leave.**

3) **At the end of the day, have students design a pair of shoes and an umbrella that would be more appealing and efficient for the lifestyle they have been depicting all day. The design developed should show an awareness of cultural wants and needs.**

4) **Discuss the demand of other products that appeal to the Japanese market.**

TITLE:	"Bridging the Gap"
SUBMITTED BY:	Beverly Seibert
GRADE/SUBJECT:	Intermediate
RATIONALE:	The purpose of this activity is to discover that in order for people to survive in the future, countries of the world need to find ways of sharing resources and products. Students will understand how trade between the U.S. and Japan helps people fill some of their needs and wants and is a cause of increasing interdependence among people throughout the world.
CONCEPTS:	Trade, wants, needs, interdependence, resources, productivity.
TIME:	Two weeks.
MATERIALS NEEDED:	Selected maps of the United States and Japan, newspapers, world map, appropriate films on trade, recent publications, import and export chart of U.S. and Japan, resource people (optional).

PROCEDURE:

1) Place large maps and charts on the bulletin board to motivate interest and discussion about Japan and the United States/Kentucky.

2) Discuss with students the items (goods) they share or exchange with family members or friends. Ask: "Who benefits from this sharing?" "Do people satisfy their wants and needs more completely by exchange/sharing?"

3) Discuss and define technology and how it causes people to use more resources.

4) Have students explore imported and exported goods to Japan and from Kentucky.

5) Complete chart on products. (See teacher information sheet)

6) Instruct students to clip newspaper articles about Japanese factories in Kentucky and the United Sttes. Possible heading for bulletin board could be "Industries in Kentucky."

IMPORTS AND EXPORTS

BETWEEN

JAPAN AND THE UNITED STATES

COUNTRY	GOODS IMPORTED	COUNTRY FROM WHICH IMPORTED
UNITED STATES	silk	JAPAN
	plants	
	televisions	
	video games	
	automobiles	
	computers	
	foods (fish, especially tuna)	
	cotton	
	ships	
	chemicals	
	cameras	
	sewing machines	
	bicycles	
	radios	
	motor bikes	
	typewriters	
JAPAN	pulp	UNITED STATES
	coal	
	wood	
	foods (beef)	
	iron	
	cotton	
	chips	
	data processing machinery	
	petro-chemical products	

TITLE: "Baker's Dozen - Comparative Studies"

SUBMITTED BY: Beverly Seibert

GRADE/SUBJECT: Intermediate

RATIONALE: The purpose of this integration activity is to provide students with an opportunity to learn about a different culture in order to live and work with the Japanese in Kentucky and realize the contribution they can make to our way of life.

CONCEPTS:

TIME: Semester

MATERIALS NEEDED: Kit of resource materials containing: pictures, maps, recipes, songs, charts, pamphlets, address of person living in Japan, name of contact person for resource activity, paints, paper for mural, books, sample foods, Bible, Japanese Shinto material, money, film on Japanese recreation, newspaper from Japan, Japanese silk robe, chop sticks.

PROCEDURE:

Each student will keep his/her diary of the activities taking place in the classroom. Students may record feelings and impressions from lessons. At the conclusion of the activities, students will write an essay comparing Japanese culture to American culture. Teachers may assign all the research topics or select appropriate topics for student's interest.

Possible student assignments:

1) Write letters to a person living in Japan.

2) Exchange cultural artifacts with pen pal in Japan. Students should decide appropriate items that are representative of our culture (i.e. educational laws and materials, maps, jewelry, clothing, newspapers, eating habits, gifts, etc.)

3) Study and compare religion.

4) Draw a graph showing poplulation in Japan as compared to the United States and the size of Japan to the state of California.

5) View film on travel and recreation in Japan and compared to United States. What are the similarities and differences?

6) Research the origin of the Japanese people and compare to the ancestors of the United States. Use posters for a visual display or prepare an oral presentation. Findings could include a historical timeline, significant personalities, groups of people who contributed to the development of the nation.

7) Compare technology in Japan to the United States. How are factories run in Japan? In the United States?

8) View Japanese film on culture or invite a local resource person to the classroom.

9) Visit art museums to see samples of Japanese art.

10) Invite a skilled person in Japanese floral arranging to explain the beauty of Japanese art and plant growing in Japan.

11) Research clothing and customs of Japan years ago and compare it to present.

12) Compare ceremonies in Japan to the United States, especially the Tea Ceremony, and learn a Japanese song.

13) Plan a "Taste Party" to sample Japanese foods and compare to foods in the United States.

TITLE:	"Japan Incredibly Close"
SUBMITTED BY:	Debbie Key and Linda Floyd
GRADE/SUBJECT:	Intermediate
RATIONALE:	The purposes of the activities are to give students an opportunity to explore a variety of aspects of Japanese culture and to learn about the geography of Japan.
CONCEPTS:	Money, exchange rate, goods, services.
TIME:	5 to 10 days.
MATERIALS NEEDED:	Travel brochures for each student, encyclopedias, social studies books, books on Japan, films and filmstrips, yen, items for Japanese dinner* see lesson 7, guest speakers, 3 hand-out sheets.

PROCEDURE:

Lesson 1 - 60 minutes. Create interest in Japan by allowing students to read a variety of materials on Japan. (Social Studies book, travel brochures, library books, encyclopedias, magazines, etc.)

Lesson 2 - 30 minutes. Have students complete "Japan Incredibly Close" worksheet.

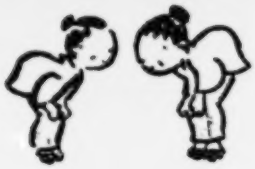
Lesson 3 - 60 minutes. Invite a Japanese speaker or a person who has traveled to Japan to speak to the class on: geography, customs, money, etc. They may also teach some Japanese phrases. Optional - Use films or filmstrips.

Lesson 4 - 60 minutes. Have students plan trips including the following information: (A.) Cost of Passport. (B.) Type of Transportation. (C.) Clothing. (D.) Food Allowance. (E.) Souvenirs. (F.) Extra Spending Money.

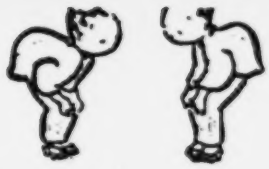
Lesson 5 - 60 minutes. Allow students time to report and display their travel plans.

Lesson 6 - 60 minutes. Have the students calculate the total cost estimated in lessons 3 and 4 for travel, clothing, and optional expenses, etc. Students will then convert U.S. money to yen by using "Dollars to Yen" worksheet.

Lesson 7 - (Optional) Teach Japanese dinner etiquette.



Japan, Incredibly Close



Using the resources on Japan, find the following information and fill in the blank.

Capital _____

Name the 4 major island _____ _____

_____ _____

Language _____

Money _____

Climate _____

Major Products _____

_____

Name 2 Japanese Customs _____

_____

_____

Native Costume _____

_____

Foods _____

_____

Occupations _____

_____

Draw and color the Japanese Flag

Japan

1. Label the 4 major islands.
2. Locate the capital - * and label.
3. Label 4 other major cities.
4. Label the Pacific Ocean and the Sea of Japan.
5. Label Mt. Fuji.

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Dollars to Yen

Estimate the amount of money needed for the following expenses.

1 dollar = 325 yen

	U.S. Dollar:	Yen:
Cost of Passport	_____	_____
Transportation	_____	_____
Clothing	_____	_____
Food Allowance	_____	_____
Souvenirs	_____	_____
Extra Spending Money	_____	_____
TOTAL of Trip	_____	_____

TITLE:	"Festival Frolic: Big Business"
SUBMITTED BY:	Bonita Gray, Thelma Gurley
GRADE/SUBJECT:	Intermediate
RATIONALE:	The purposes of this activity are to categorize the resources needed for a festival into: land, labor, and capital; use these resources to plan an international festival using sound economic decisions; and understand traditional dances and folk instruments from Japan and the United States (Kentucky).
CONCEPTS:	Resources, goods, wants, needs. Specialization, division of labor.
TIME:	Six class periods, 30 minutes each.
MATERIALS NEEDED:	Construction paper, bulletin board or poster paper. TEXTBOOKS - 1985 - Silver Burdett Music, Centennial Edition. level 5, p. 119, 250. Japanese song and dance 'Sakura'. level 6 p. 46-47. Illustration of koto and dulcimer. Level 6 recording of koto to accompany textbook. 1986 - Echoes of Time. Macmillan Reading Series 'R'. grade 5, p. 404-407 "Mariko Plays the Koto", story and history of koto. Two worksheets (See Attachment A & B).

PROCEDURE:

Day 1 - Discuss peoples' desire to make music in every culture. Teach "Sakura" and "Camptown Races" to class. Ask what each song is celebrating. Discuss. Sing songs. Walk through steps of each dance.

Day 2 - Discuss differences in folk instruments (koto, fiddle, and dulcimer). Show pictures of the instruments and give the history of each. Review songs. Practice dances.

Day 3 - Explain the three types of resources - land, labor, and capital. Have the students give examples of each to make certain they understand the distinctions among the categories. On a worksheet or on the blackboard, have the students brainstorm all the needed resources for a cultural festival. Place each resource under the correct heading.

Day 4 - Divide the class into groups, or give individual students a part in planning the international festival, keeping in mind the needed resources. Assign each group only one area of festival planning as: Costumes, Food, Location, Decorations, Musicians, and Dancers, Advertising, and Clean-Up.

Day 5 - Discuss with the students how dividing all the work made the large job of festival planning easier. Ask the students if they can put into words the definition of division of labor and specialization. Have each group tell what area they specialized in and what plans they made in their particular area.

Day 6 - Schedule festival and complete the group plans.

FESTIVAL FROLIC: BIG BUSINESS

WHAT'S NEEDED?

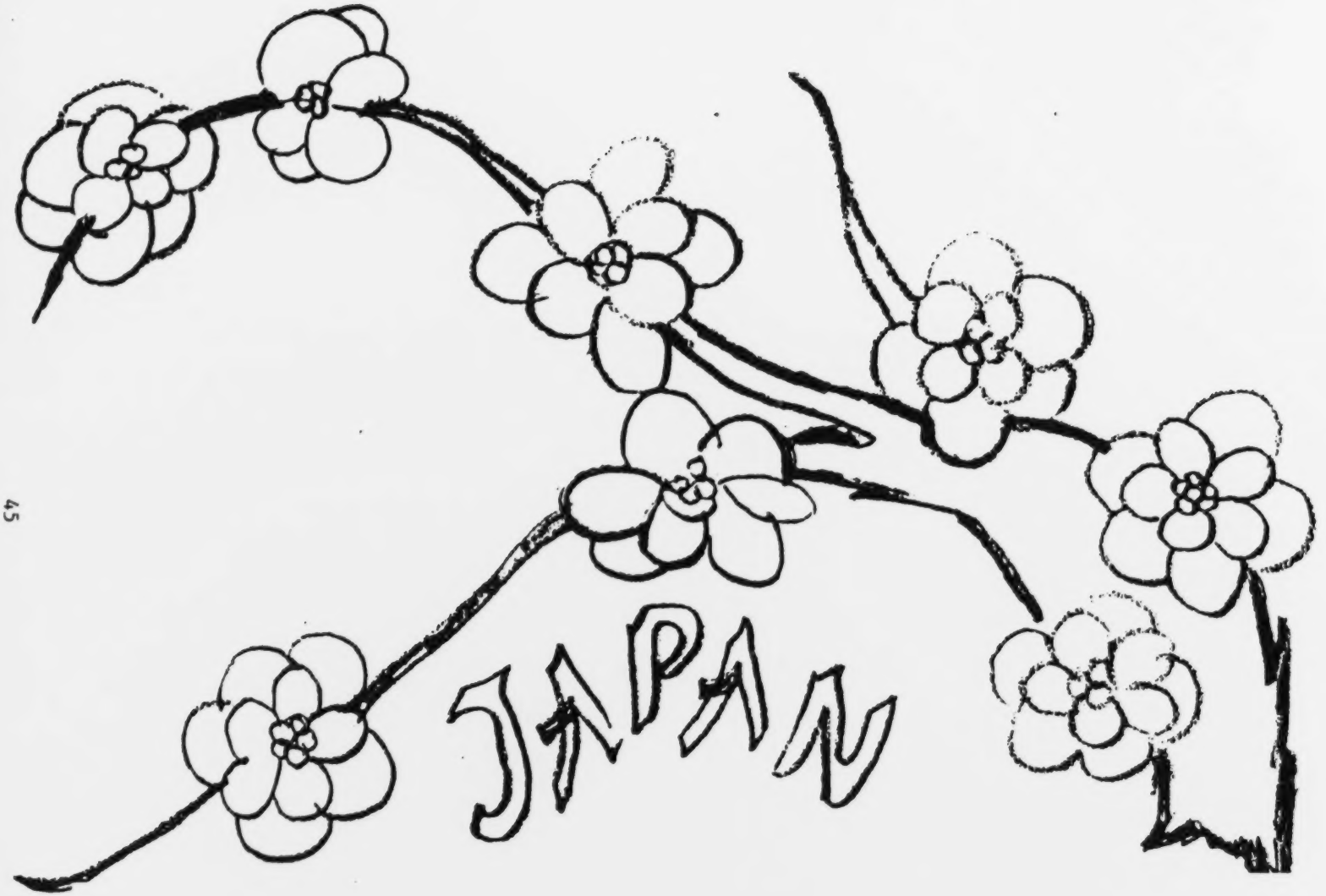
These resources would be used in having a Japanese or American Dance. Write the resources for each festival under the correct headings below.

Cherry Blossom Festival	Pioneer Festival
Cherry Blossoms	Hay
Dancers	Fiddle
Musicians	Dulcimer
Koto	Musicians
Park Lawn or Shelter	Dancers
	Barn

LAND	LABOR	CAPITAL
(items in nature such as farmland water, oil.)	(physical and mental productive abilities of people.)	(tools, equipment, machinery.)

Can you think of any other necessary resources? What if people want to eat during the festival?

ATTACHMENT B



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61

PEOPLE'S LIVES ARE LIKE CHERRY BLOSSOMS,
BEAUTIFUL, BUT QUICKLY GONE.

62

TITLE:	"Passport Please"
SUBMITTED BY:	Louise Puckett
GRADE/SUBJECT:	Intermediate/Social Studies
RATIONALE:	The purpose of this activity is to reinforce the importance of a passport in a foreign country. The student passport will serve as a management tool to check student completion of projects.
CONCEPTS:	
TIME:	45 minutes.
MATERIALS NEEDED:	Construction paper, scissors, markers, student picture, insert sheets to be filled in.

PROCEDURE:

1) Have students make "passports" and decorate with some appropriate Japanese cultural/economic symbol.

2) Have students complete entry information on forms.

3) Assign student custom officer to check passports each day. (Teacher may decide on "penalty" for no passport, if appropriate).

4) Use completed passports for bulletin board display.

5) Possible topics for research on passports could include: requirements, how to obtain passports, purposes of passport, penalties with misuse, use in international travel.

Page One

The Secretary of State of the United States of America hereby requests all whom it may concern to permit the citizen of the United States named herein to pass without delay or hindrance and in case of need to give all lawful aid and protection.

Page Two

Code of Issuing

Passport Number:_____

Surname:_____

Given name:_____

Citizenship:_____

Date of Birth:_____

Sex:_____

Place of Birth:_____

Date of Issue:_____

I, _____, promise to do all my
(Student's name)
work and report to _____upon completion
of my travels in Japan.

Activities I Completed

_____1. Made a passport.

_____2. Made and decorated a folder.

_____3. Completed all maps, graphs, and worksheets.

_____4. Viewed four videos on Japan and compared them to the United States.

_____5. Made a scroll.

_____6. Made and decorated a fan.

_____7. Wrote and illustrated a Haiku.

_____8. Made an Ikabana picture.

I, _____, completed my travels in
(Student's name)
Japan on _____.
(Date)

I have checked in with _____.
(Teacher's name)

_____
(Grade)

_____
Signature of Student

_____
Signature of Teacher

TITLE:	"Figuratively Speaking - Japanese Proverbs"
SUBMITTED BY:	Beverly Rudd
GRADE/SUBJECT:	Intermediate (Language Arts)
RATIONALE:	The purpose of this activity is to explore the figurative language of the Japanese people and determine the litual meaning. This literal translation often reveals a cultural philosophy and a system of values of the people.
CONCEPTS:	
TIME:	45 minutes.
MATERIALS NEEDED:	Handout of Japanese proverbs, paper, pencil.

PROCEDURE:

1) Have the students define proverb as a sentence which briefly and forcibly expresses some practical truth.

2) Have students list some proverbs they know on the board. Each proverb can be literally restated in students' own words.

3) Ask students what purpose proverbs serve in our language. Discuss and record student responses.

4) Give students the list of Japanese proverbs. Allow time for students to read the sheets and share the ones they like best.

5) Select several Japanese proverbs to discuss and repeat step 3.

6) Ask students to decide what the Japanese people might learn from these wise sayings.

7) Have the students choose one proverb to paraphrase in present day language.

8) Have the students develop a short story, or fable which uses the selected Japanese proverb as a moral of ending.

9) Have the students illustrate a Japanese proverb and copy the saying beneath the picture. The drawings can be used as a bulletin board.

Japanese Proverbs and Traditional Phrases

Open your umbrella before you get wet.

You can't sip soup with a knife.

Bean paste that smells like bean paste is no good.

Evil comes full circle home to us.

He bends his seven-hinged knee in eight places.

Once uttered, words run faster than horses.

No one sits still when the next house burns.

He is building a bridge over the ocean.

He is one inch good, one foot evil.

If you make yourself a dog, make yourself a rich man's dog.

In wealth, many friends; in poverty, not even relatives.

Don't go down another's fall.

Only a monkey tries to catch the full moon in the pond.

No branch is better than its trunk.

Water far off puts out no fire at home.

Sparrows know not the dreams of swans.

To Buddha, The Shogun's thousand candles are no brighter than the peasant's one.

To live long, keep a cool head, warm feet.

Precautions must be taken first.

Don't be so greedy you break your nails.

Avarice big enough is called ambition.

There are old men of three; children of a hundred.

Don't lug dirt to a hilltop.

When the oil is gone, the lamp goes out.

Even a thief takes ten years to learn his trade.

Late drinking and late rising; short cuts to poverty.

Old men for widsom, young men for war.

A slip of the tongue cuts deeper than the sword.

Go away and you are soon forgotten.

Ill-won money never sticks.

Don't kill the gnat and let the hornet go.

Children are the poor man's wealth.

The loud voice often wins the quarrel.

Don't call in the doctor after the funeral.

The nail that raises its head is hammered down.

Beauty is silent, yet it speaks to us.

The world is dark even half an inch ahead.

You can change your clothes, not your character.

An earthen Buddha had better not play with water.

Don't pay for the fur while the weasel is still holed up.

No one can keep one eye in back of his head.

Don't go to the fishpond without a net.

He is poor who does not own content.

He is wise who knows what is enough.

Set aside next day's lunch while you're at supper.

Big fish better swim in shallow bays.

His hand was bitten by his own dog.

Who comes earliest leads the way.

Don't plug your ears when you go steal a bell.

Smaller the man, bigger the anger.

The crow that apes the cormorant gets drowned.

Even the ant's hope may reach heaven.

Some pots have lids that fit; some do not.

Yesterday's blossoms are only a memory today.

To hear about it sounds like silver coins; to see it, copper.

Keep fences even between friends.

A diligent ant undermines the moat.

What is left unsaid is rich in flowers.

Over-looking turns to over-hating.

Strange dogs don't enter if the gate is really shut.

You can work in dirt and lead a clean life.

Your tongue sword can cut short your life.

You can't ladle out the sea with a shell.

Keep your mouth shut, your eyes open.

Old horses don't forget the road.

Don't take a gilded sword to cut a radish.

No medicine cures stupidity.

Even a cup of tea helps hunger for a bit.

Don't try to wash out blood with blood.

No lord can rule without sometimes playing deaf and blind.

Don't judge the tree till you see the fruit.

No word can cut kindness.

You can know ten things by learning one.

The foot-clog and the Buddha - both made of wood.

Wisdom is one treasure no robber can touch.

Don't watch a bonfire in a straw coat.

The clearest mirror cannot show the back.

It takes ordinary men to set off great ones.

Better cover the fish than chase the cat.

Let wisdom and virtue be the two wheels of your cart.

Hidden and silent, worms riddle the wood.

Don't set a cat to guard the milk.

Willow branches never snap under the weight of snow.

Mewing cats catch no rats.

Don't fear a great energy or despise a small one.

Spilled water never returns to the cup.

You can't see the whole sky through a bamboo tube.

Who does not think far ahead will have troubles near at hand.

Don't scratch your shoe when your foot itches.

No one ever stumbled lying snug in bed.

Honey in his mouth, hate in his heart.

Taken from materials distributed by The Japan Center of Tennessee.

TITLE:	"Welcoming a New Friend and Getting to Know Them"
SUBMITTED BY:	Sister Rosemary McCormack
GRADE/SUBJECT:	Intermediate
RATIONALE:	The purpose of these activities is to instill an appreciation and mutual respect of the culture of others. In addition, the activities will allow students to discover the differences and similarities of cultures. The activity can be adapted to any countries in a curriculum.
CONCEPTS:	
TIME:	Two or Three Lessons - 45 minutes each.
MATERIALS NEEDED:	Magazines (to be cut-up), post cards for United States and Japan (or other countries studied in the curriculum) paste, scissors, markers, 8 pieces of large poster board, supplementary learning resources such as slides, tapes, movies, articles from other countries which represent their culture, maps.

PROCEDURE:

1) Place the poster boards around the room. Have them labeled with the following categories: 1. Religion, 2. Customs, 3. Basic Needs (food, clothing, shelter) 4. Economic System, 5. Geography, 6. Culture (art, music, etc) 7. Education, 8. Family Life.

2) Divide the class into eight groups and assign a group to each poster. The task is to use the available resources to research and display on the appropriate posters information learned about the culture being studied.

3) Invite a student, hopefully a peer within the school setting, who is from the culture being studied, (if not seek elsewhere) to present a lesson - "Be Teacher of the Day" which will reinforce the mutual understanding and respect of another culture. Instruct the "guest teacher" to talk with the students about each of the categories on the poster boards.

TITLE:	"Two For One - Balance of Trade"
SUBMITTED BY:	Barbara Flener
GRADE/SUBJECT:	Intermediate
RATIONALE:	The purpose of this activity is to demonstrate the imbalance in trade between the Japanese and Americans and why a true balance of trade is impractical.
CONCEPTS:	Trade, exports, goods, productivity, interdependence, supply and demand.
TIME:	45 minutes.
MATERIALS NEEDED:	Construction paper, markers or crayons, pictures of automobiles from America and Japan.

PROCEDURE:

1) Divide class into two groups. One group will comprise one-third of the class and the other group, two-thirds of the class. The first group (one-third) represents Japan and the second group (two-thirds) represents the United States.

2) Have students find pictures of automobiles manufactured from their respective countries. (Could be long-range assignment).

3) Instruct students to draw a prototype of an automobile they have found or design a model.

4) Allow time for exchange of products (automobile pictures) between groups.

5) Discuss the following questions:

   a. Can a one-for-one product trade be made between the two groups? Why?
   b. Where is demand the higher?
   c. How could trade be balanced?
   d. What are some realistic goals for interdependence and good trade relations between the two groups (countries)?

6) Lead students to see that a true balance of trade would require that the Japanese buy two American-made automobiles for every one that was sold to a U.S. citizen.

7) Record trade balance suggestions on the board.

8) Assign students a creative writing assignment to support chosen suggestions. Students then act as a foreign diplomat attempting to persuade others to accept this suggestion.

9) Give oral presentations to class.

TITLE:	"Tango - No - Seku"
SUBMITTED BY:	Deborah Felnagle
GRADE/SUBJECT:	Intermediate/Art
RATIONALE:	The purpose of this activity is to introduce the students to "Tango-No-Seku", a Japanese ceremony to honor their healthy sons.
CONCEPTS:	
TIME:	40 minutes.
MATERIALS NEEDED:	"Tango-No-Seku" worksheets from Scott, Foresman and Company, 1983. Fish kite projects ordered from S and S Arts and Crafts, Colchester, CN 06415. Glue, thread, scissors, pencils.

PROCEDURE:

1) Distribute the worksheets and have students read orally.

2) Discuss with students the symbolism of the carp.

3) Have students complete the T/F puzzle-picture of the carp.

4) Give each student a carp-kite set to assemble and hang in the room.

Tango-No-Seku

May 5 is *Tango-No-Seku* in Japan, a day when parents give thanks for their healthy sons. In a ceremony that is supposed to help their sons grow up strong and brave, parents erect a tall bamboo pole in the garden or on the roof. They attach a cloth — painted with a devil's face — to the top of the pole — to ward off any harm that might come to their boys.

Underneath the cloth is a huge kite made of black paper in the shape of a carp. A hoop in the carp's mouth catches the wind so that the fish looks as though it is swimming in air. The highest and largest carp kite stands for the oldest boy in the family. Below it are smaller red kites that represent the younger brothers in the family.

The carp kites are supposed to make boys act like the spirited fish, which have the power to swim up streams and even climb waterfalls. The carp — called *koi-nobori* in Japanese — is a symbol of courage, power, and determination. In some places in Japan, small boys crawl through the paper carp kites from mouth to tail for good luck.

Tango-No-Seku may have begun as a rural festival in ancient times. In early May, farmers used bright flags decorated with ugly figures to drive away insects. Later on, the ugly figures were replaced by pictures of samurai warriors. Eventually, Japanese parents began to hang flags indoors to teach boys about manliness and to keep them safe from evil. Carp flags replaced warrior flags as symbols around 1772.

According to another story about the festival's beginnings a Japanese prince — while in a garden of blooming iris flowers — asked for divine help in fighting off invaders from Mongolia. When Japan won the war, people felt that the prince's prayers among the iris flowers had brought good luck and victory. They began to decorate the eaves and doorways of their houses with iris stems to protect against fire and evil. Boys bathed in steaming water in which there were long strips of sword-shaped, sweet-smelling iris leaves. The leaves supposedly helped the boys develop a brave warrior spirit. Many Japanese families still grow the iris flower, though it is no longer common to decorate the house with iris or to have boys take iris baths.

On festival day, boys eat *kashiwa mochi* — rice cakes filled with a sweet bean paste and wrapped in dried oak leaves. Between banners and streamers on shelves, the boys display a set of warrior dolls. In America, the newborn sons of Japanese-American parents receive a doll as the start of their collection.

After World War II, *Tango-No-Seku* was renamed *Kodomo-No-Hi* (Children's Day) to honor both boys and girls. Although the name was changed, the holiday continues to be observed in the traditional manner of a day for boys.

Name _____

Tango-No-Seku

The following sentences are either true or false. Put a "T" on the blank if the sentence is true. Put an "F" on the blank if the sentence is false.

Then shade the picture parts with a pencil wherever you see the number of a true sentence. When you're finished, you'll see a hidden picture of a *Tango-No-Seku* symbol.

1. The Japanese word for carp is *koi-nobori.* ____
2. Parents are thankful for healthy sons on *Tango-No-Seku.* ____
3. On *Tango-No-Seku,* parents hope their sons will fly a kite well. ____
4. The youngest boy in the family receives a large black kite. ____
5. Carp are lazy fish. ____
6. For good luck, boys crawl through the carp-shaped paper kites. ____
7. Another name for Children's Day is *Kodomo-No-Hi.* ____
8. Boys eat puffed wheat cakes filled with sweet honey on the holiday. ____
9. The carp stands for courage and strength. ____
10. Japanese parents hope that their boys will develop determination and strength throughout life. ____
11. The festival began when a prince used a cloth picture of a samurai warrior's face. ____
12. Bathing in steaming water with iris leaves was supposed to make boys become as brave as warriors. ____

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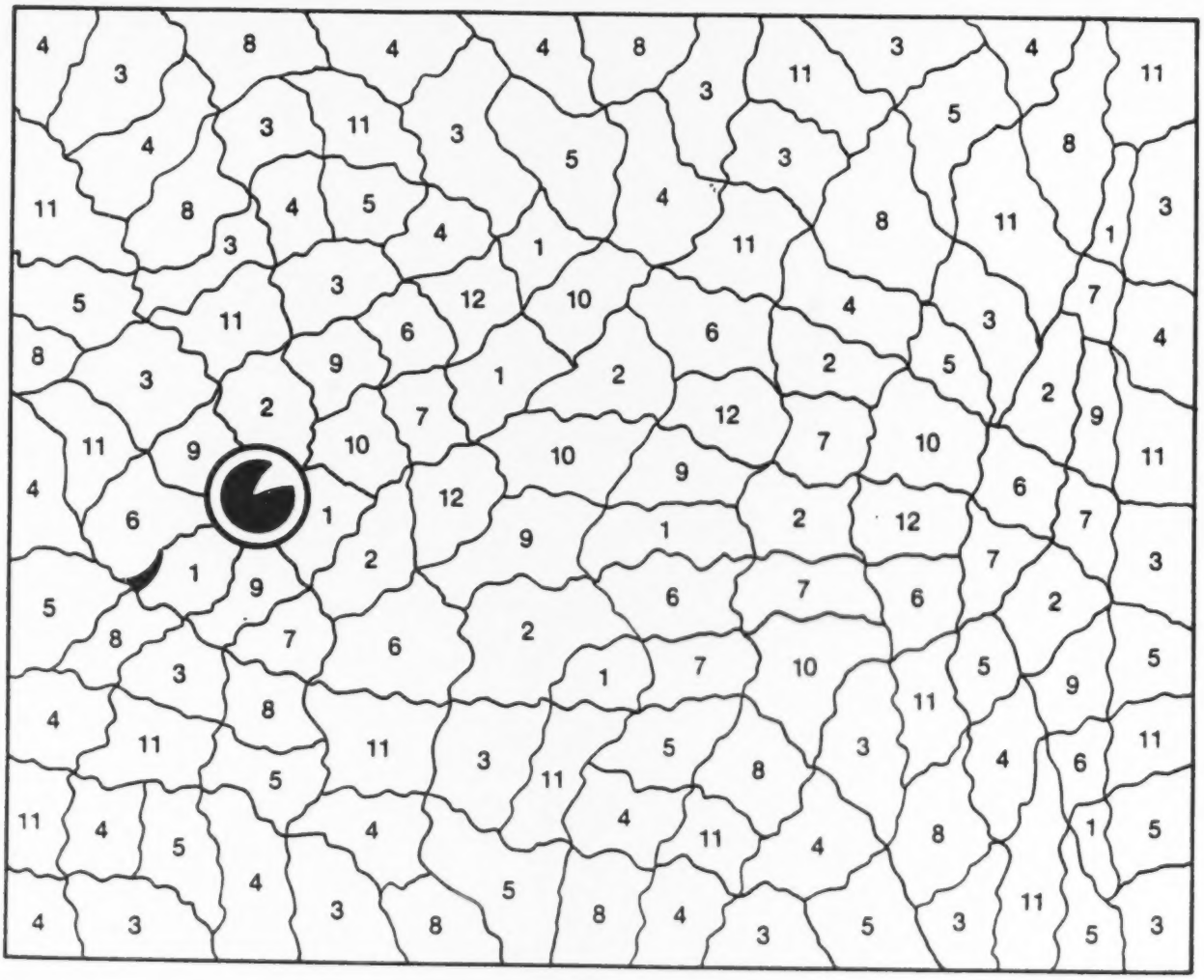
Name_____



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TITLE:	"Tanka"
SUBMITTED BY:	Deborah Felnagle
GRADE/SUBJECT:	Intermediate (Language)
RATIONALE:	The purpose of this activity is to introduce the students to "Tanka" and have them create their own. Students will gain an appreciation of this aspect of Japanese culture.
CONCEPTS:	
TIME:	40 minutes.
MATERIALS NEEDED:	"Poetry in Motion" worksheet from Classmate magazine, Feb/March, 1986.

PROCEDURE:

1) Discuss with students the Tanka form of poetry: 5 unrhymed lines with a total of 31 syllables: 5-7-5-7-7.

2) Distribute "Poetry in Motion" worksheet. Read and discuss orally with students the poems shown.

3) Have students create their own Tanka on form.

Name _____ Skill: Writing poetry

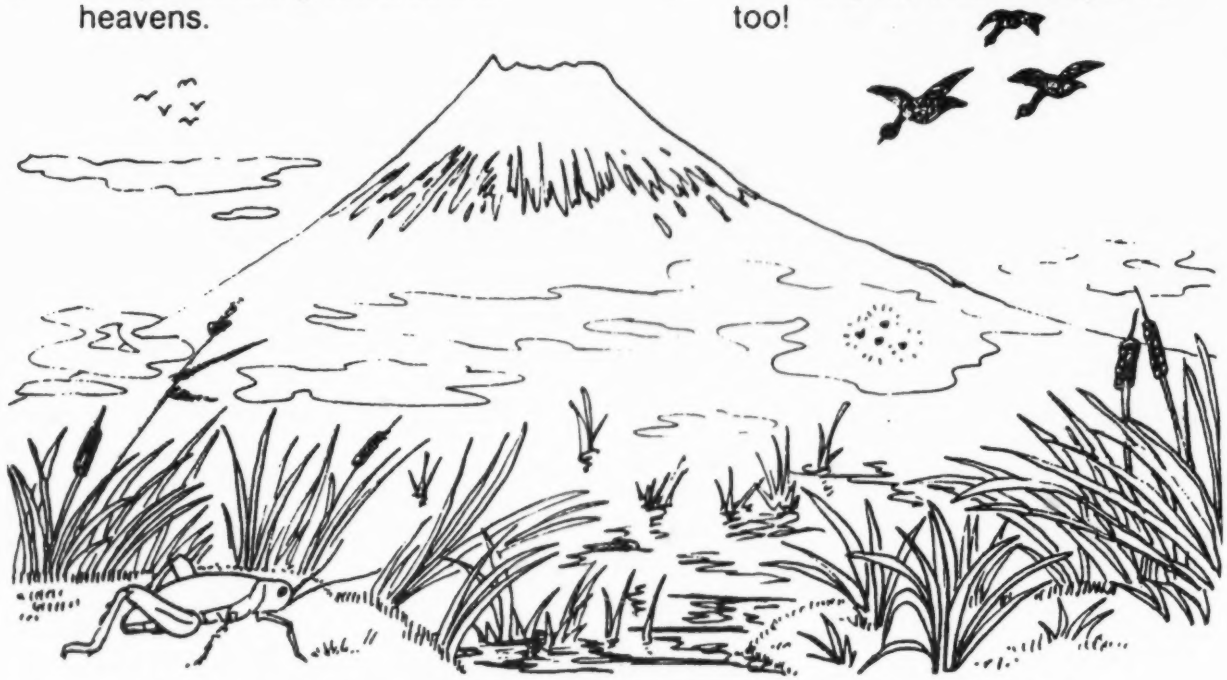
Poetry in Motion

The **tanka** is a popular form of poetry in Japan. A tanka is arranged in **five unrhymed lines** and has a total of **thirty-one syllables**—five on the first line, seven on the second line, five on the third line and seven on the last two lines.

Read the tankas below. The number in front of each line tells you how many syllables are in that line.

5 Small birds in a flock
7 Making sweetly chirping sounds
5 Sweeping 'cross the sky
7 In amazing formation.
7 They're soaring towards the heavens.

5 Chrysanthemums sway
7 To a salty summer breeze
5 Perfumed and speckled
7 The flowers and the breeze both
7 Warming my heart and yours, too!



Choose a topic: silkworms, rice paddies, monsoons, crickets, grasshoppers, fireflies. Write a tanka to describe your topic.

5 _____

7 _____

5 _____

7 _____

7 _____

Challenge! Construct a mini-kite of tissue paper, flat wooden sticks, and string. Recopy your tanka onto your kite. Hang your kite to decorate the classroom.

TITLE:	"Japanese Writing and Number, Please"
SUBMITTED BY:	Deborah Felnagle
GRADE/SUBJECT:	Intermediate
RATIONALE:	The purpose of the following activities is to introduce the students to the Japanese alphabet and number system.
CONCEPTS:	
TIME:	40 minutes.
MATERIALS NEEDED:	Copies of "Japanese Writing" and Number, Please!" Worksheets from Classmate, March/February, 1986.

PROCEDURE:

1) Distribute worksheets.

2) Have students read and discuss directions for worksheets on numbers.

3) Have students look at worksheet on writing. Ask, "What is different about Japanese writing?" Lead the discussion to the point that Japanese characters do not represent letter sounds in the way that the English alphabet does. Many Japanese words may sound the same but have different meanings and different characters.

4) Ask, "How do you think this Japanese writing system affects the education of Japanese students?" (Much time must be spent to master the system, much memorization must be done, much practice).

Name _____ Skill: Visual memory

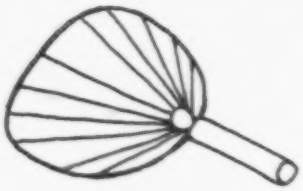
Japanese Writing

There are 51 letters in the Japanese alphabet. Each of these letters represents one syllable. Japanese writing is a highly-skilled art, so go slowly as you practice writing the Japanese phrases below.

Trace over each letter with your pencil. Then copy that letter in the box below it.

こんにちは

English: "Good afternoon"
Japanese: "Konnichi wa"
(kō̄n-nē̄-chē̄-wă̆)

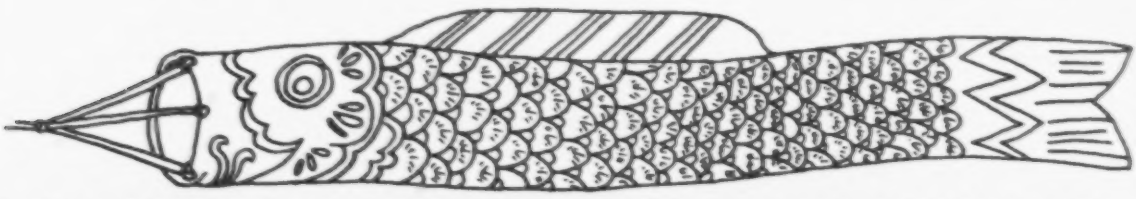


さようなら

English: "Good-bye"
Japanese: "Sayonara"
(să̆-yō̄-nă̆-ră̆)

ありがとう

English: "Thank You"
Japanese: "Arigato"
(ă̆-ri-gă̆-tō̄)



Challenge! Design an oriental greeting card for someone special. Use one or more of the Japanese phrases above in your card.

Name _____ Skill: Vocabulary, Chart reading

Number, Please!

Study the English-Japanese Number Words chart. Then answer the questions with Japanese words from the chart.

English—Japanese Number Words

English	Japanese	Japanese Pronunciation
One	Ichi	(ē-chē)
Two	Ni	(nē)
Three	San	(sän)
Four	Shi	(shē)
Five	Go	(gō)
Six	Roku	(rō-kōō)
Seven	Shichi	(shē-chē)
Eight	Hachi	(hä-chē)
Nine	Ku or kyu	(kōō)
Ten	Jû or Juu	(jōō)
* Zero is Zero (zĕ-rō).		

1. How old were you five years ago? _____
2. What is your zip code? _____
3. What is your phone number? _____
4. How many people are in your family? _____
5. If eleven is ten plus one (jû-ichi or juu-ichi) and twelve is ten plus two (jû-ni or juu-ni), what is the Japanese word for thirteen? _____
6. How old will you be in five years? _____
7. If twenty is two tens (nijû or nijuu) and twenty-one is two tens plus one (nijû-ichi or nijuu-ichi), what is the Japanese word for twenty-five? _____

Challenge! The months of the year are easy to learn in Japanese. "Gatsu" (gät-sue) is the Japanese word for month. January is the number one month (ichigatsu). February is the number two month (nigatsu). List the names of the 12 months of the year in English and Japanese.

Fold-Under Answers: 1-4. Answers vary. 5. jû-san or juu-san 6. Answer will vary. 7. nijû-go or nijuu-go

Challenge: January (ichigatsu), February (nigatsu), March (sangatsu), April (shigatsu), May (gogatsu), June (rokugatsu), July (shichigatsu), August (hachigatsu), September (kugatsu or kyugatsu), October (jûgatsu or juugatsu), November (jûichigatsu or juuichigatsu), December (jûnigatsu or juuigatsu)

Frank Schaffer's CLASSMATE, Feb./Mar. 1986

JAPAN—A CULTURED PEARL reproducible page

MIDDLE

TITLE:	"Resourceful For All"
SUBMITTED BY:	Pam Kelley
GRADE/SUBJECT:	Middle
RATIONALE:	The purposes of this activity are to determine the natural resources of Japan and Kentucky and help students discover how these resources fulfill basic needs of the people.
CONCEPTS:	Needs, natural resources, trade, productivity.
TIME:	30 minutes.
MATERIALS NEEDED:	Library books on Japan, resource materials, encyclopedias.

PROCEDURE:

1) Have students research Japan's geographical features and natural resources.

2) Discuss with them the types of products which could be produced or grown given these resources.

3) Ask students whether the nation's basic needs could be satisfied using only the given resources.

4) Discuss what measures Japan could take to obtain products which would help meet its basic needs.

5) Repeat procedure for Kentucky.

TITLE: "Shared Cultures with Economic Gain"

SUBMITTED BY: Janice V. Hitchcock

GRADE/SUBJECT: Middle

RATIONALE: The purpose of this activity is to have students from Kentucky teach the art of quilt-piecing to Japanese students and have Japanese students teach the art of origami to Kentucky students. At the conclusion of the lessons, all articles could be auctioned for a mutually agreed upon global charity. These shared cultural experiences will promote international goodwill and a unique opportunity for sharing crafts.

CONCEPTS: Goods, wants, producers, resources, interdependence, exports, imports, trade.

TIME: Two weeks.

MATERIALS NEEDED: Foxfire Books by Anchor Press/Doubleday and Art of Origami by Randlett. Fabric, needles, thread, scissors, pattern, ruler, thimble, origami paper, pencil, videotape, resource persons.

PROCEDURE:

1) Locate a Japanese class with which to correspond during the project. Teachers of both classes should coordinate schedule for project, desired outcomes, specifics about videotape format and exchange.

2) Have students research quiltmaking in Kentucky using books, resource people, and/or field trips.

3) Allow students to select simple patterns for use in assembling quilt.

4) Videotape stages of quilt production, (student narration of Kentucky traditions and popularity of handmade quilts would enhance the tape.)

5) Exchange videotape and quilt (Kentucky export) to pen pal class in Japan who will send similar video of Japanese craft (i.e. origami, ikebana, calligraphy, etc.)

EXTENSION ACTIVITY: Crafts from Kentucky and Japan could be auctioned and the proceeds donated to a world charity chosen by students.

Middle School
This activity taken from Teaching About the Japanese Economy by Joint Council on Economic Education, 1986

INSTRUCTIONAL ACTIVITY 3 - SCARCITY--HUMAN RESOURCES

TIME REQUIRED: One or two class periods

RECOMMENDED GRADE LEVEL: Junior High School

MAJOR CONCEPTS:
Human Resources
Labor
Supply
Demand
Productivity

RELATED CONCEPTS:
Specialization
Division of Labor
Goods
Services
Opportunity Costs
Trade Offs

INSTRUCTIONAL OBJECTIVES: Students will

1. Describe the characteristics of Japan's human resources (quantity/quality)
2. Describe the degrees of scarcity in the supply of Japan's human resources. (oversupply/undersupply)
3. Describe the positive and negative economic implications of Japan's human resources.
4. Describe possible alternatives that Japan could use to solve economic problems related to the supply and demand for human resources.

BACKGROUND:

The meaning of human resources has been expanded from the more simple notion of viewing people as a number of workers available to work plus the number of hours they work. Human resources not only include quantity factors, but many quality factors that people either do or do not have such as health, strength, education, and skills. Degrees of ability and intensity of motivation further enlarge the meaning of human resources. The concept of scarcity pertains to human resources even when it is apparent that in some countries like Japan, people are far from scarce in quantity (problem: over population). Scarcity still may exist in terms of quality. Does the supply of human resources meet the demand? If not, what are the economic implications? What kinds of additional investments in human capital will business and government make? What will people themselves be willing to do in a rapidly changing technological world? What are the benefits? What are the costs? Obviously, actions can be taken to reduce certain kinds of quantitative or qualitative scarcities, but the presence of scarcity cannot be eliminated totally.

MATERIALS: One copy of each handout per student.

PROCEDURES:

1. Handout 3-1. Have students work in small groups to recall general characteristics of the Japanese people; each group should complete Handout 3-1. Then, with the entire class, write a list of their ideas on the chalkboard. (An example, education - highly literate, supply of skilled workers, good.) Do not add additional ideas at this time.

2. Handout 3-2. Perceptions need to be verified. Have students read the statements that describe the Japanese people and identify the characteristics being discussed and economic implications of these characteristics. Following a class discussion, the master list should include information in the general categories of population -- numbers, age, sex, ethnic composition, language, health, marriage and divorce, crime, productivity, and the many cultural values: cooperation, harmony, membership in groups, work ethic, and loyalty.

3. Have students classify the statements that have economic implications as "good or bad" in order that several of Japan's economic problems will be identified. Tally student responses and discuss whatever number of problems that seem reasonable.

   Example: Age -- longevity is creating an "old" society that is supported by increasingly fewer young people.

   Large population -- increased import dependency and pollution

4. How will Japan solve its human resources problem? Students can use the Joint Council on Economic Education formal decision-making grid (reproduced as Handout 3-3) or more informally write up several problems and discuss possible solutions. This classroom activity could also be discussed in groups.

OPTIONAL: Teachers may want to add a final dimension to the discussion of human resources: self-interest (well-being) and personal values. What do individual Japanese want? Value? Evidence exists in Japan that the Japanese are showing increased signs of questioning overall societal goals of economic growth with the corresponding trade-offs such as pollution or diminishing satisfaction with standards of living/life styles.

HANDOUT 3-1

A PROFILE OF THE JAPANESE PEOPLE

Characteristics of the Japanese People	Economic effects	Economic Rating: Good/Bad
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Directions: From your research, list five characteristics that would describe the Japanese and determine the economic outcome of each characteristic and whether that outcome could be rated as positive (good) or negative (bad).

Save this handout for future use.

HANDOUT 3-2

"WHAT IT IS LIKE TO BE JAPANESE!"

DIRECTIONS: Read the following statements describing the Japanese people. Identify what characteristic is being discussed and what economic values that characteristic would have.

1. Present-day Japanese families try to preserve past family traditions, but broad changes have taken place. Complete dominance of the Japanese male was challenged with women obtaining equality. Close family structure is maintained with families who can afford it. A separate wing of their house or an adjoining house is set aside for parents. City apartment living makes that difficult. Still, 75% of retired persons live with their children.

   Characteristic: _____

   Economic Value: _____

   _____

2. As a larger percentage of the population becomes older, isolated living for the elderly and old people's homes become a severe problem. Better health in Japan has meant that older people will live longer.

   Characteristic: _____

   Economic Value: _____

   _____

3. The Japanese have always stressed education. Being educated not only offers a chance for a good job, but gives the Japanese a sense of pride and a reason to create a decent society.

   Characteristic: _____

   Economic Value: _____

4. The role of women has changed drastically since World War II. Today, women have more power and influence inside and outside of the home. Yet, women who have careers are less prevalent than in Western countries. Legally, women have been given complete equality.

   Characteristic: _____

   Economic Value: _____

5. The Japanese have intense interest in participating in vigorous recreational activities: Hiking, mountain climbing, skiing, fishing, boating, swimming, touring, wrestling including Judo, baseball, soccer, tennis, archery, bowling, gymnastics, and golf. The Japanese have had world champions in several sports. Most Japanese love group activities and enthusiastically participate in them.

   Characteristic: _____

   Economic Value: _____

   _____

6. Japan produces more pianos than any other nation in the world. Many young people take piano lessons and learn to play all kinds of musical instruments.

   Characteristic: _____

   Economic Value: _____

   _____

7. All over Japan, local festivals and national holidays honor the past and the present. On March 3, a Doll Festival is held as a celebration for girls and on May 5 boys have a special celebration as a part of Children's Day.

   Characteristic: _____

   Economic Value: _____

   _____

8. Since 1945, the average lifespan in Japan has increased by 20 years. Men live to be an average age of 73.5 and women 78.9 years of age.

   Characteristic: _____

   Economic Value: _____

   _____

9. Graduating from a university that is considered to be the most prestigious offers that person the opportunity to work in an important government position or to join an important business. Graduates from less-respected schools have a lesser chance to get a good job.

   Characteristic: _____

   Economic Value: _____

   _____

10. The Japanese have a great respect for law and order and believe in obeying the law.

Characteristic:_____

Economic Value:_____

_____

11. Close living with scarce housing has taught the Japanese to avoid doing or saying anything that will disturb the harmony of the group.

Characteristic:_____

Economic Value:_____

_____

12. The Japanese work in jobs common in advanced industrial countries: Fast-growing service industries and to a lesser degree, in manufacturing. Few work on farms or in fishing or forestry.

Characteristic:_____

Economic Value:_____

_____

13. A college education is needed for many white-collar jobs.

Characteristic:_____

Economic Value:_____

_____

14. As children and throughout their lives, Japanese try to act in ways that will not shame their families. Family life is important and to be caught committing a crime would bring dishonor and shame to parents. Thus, crime rates in Japan are low.

Characteristic:_____

Economic Value:_____

_____

15. Japan has among the highest health standards in the world. Infant mortality rates are about half those in the United States with malnutrition and starvation unheard of. National health plans cover nearly all of the Japanese. The leading causes of death are those related to the stress of an industrial society: cancer and heart disease.

Characteristic:_____

Economic Value:_____

_____

16. In spite in their high standard of living, the Japanese are among the world's best savers. The Japanese save about 20% of their annual income (United States, about 5%). Families save for future expenses such as helping their children with their education and marriage and to cover unexpected emergencies.

Characteristic: _____

Economic Value: _____

_____

17. Most Japanese consider themselves to be middle class since salaries do not greatly vary between occupational groups (for example teachers, factory workers, and farmers earn close to the same income). The gap between management and labor is not as extreme as it is in other countries.

Characteristic: _____

Economic Value: _____

_____

18. Many farmers are getting older and do not seek other jobs. Many young people have left the farm for schooling and work in the cities. Those who stay work part-time at other non-farming jobs to supplement farm income.

Characteristic: _____

Economic Value: _____

_____

19. Television has done a great deal to overcome the differences in values and attitudes that once divided rural and urban Japan.

Characteristic: _____

Economic Value: _____

_____

20. Japanese families are tight-knit groups. Many small shops and restaurants are family affairs with a mother and father working and living in a family-owned store and children working in the store after school.

Characteristic: _____

Economic Value: _____

_____

21. Japanese generally get married at an older age than Americans, about 27.5 years of age for men and 25 for women. Divorce was extremely rare in Japan, but has risen rapidly in recent years (still about 25% lower than in the United States). Family size has greatly decreased and is currently limited to only one or two children. Parents and children, the "nuclear family", has increased drastically, and represents 60 percent of all Japanese families.

Characteristic:_____

Economic Value:_____

_____

22. A four-year college education is expensive, and parents usually feel that educating a son is more important than educating a daughter. The assumption is made that a woman will probably become a housewife and spend many years having and raising children.

Characteristic:_____

Economic Value:_____

_____

23. A lifetime commitment of the large company to its employees and their dedication to the company is as strong as family ties. Japanese workers are highly trained and loyal and expect to remain with one company for their entire career. Companies are like families and offer workers many benefits like low cost housing, medical care, child care and kindergartens, and recreational facilities.

Characteristic:_____

Economic Value:_____

_____

24. Few extremes exist in Japan of either poverty or wealth since income distinctions are not as strong as in some other countries. Yet, the Japanese are very aware of status and rank based on age, length of service in a company, in government service, or leadership in a group. Bows are given to show respect for status with deeper and longer bows given to people of high status.

Characteristic:_____

Economic Value:_____

_____

25. Showing affection in public except to children is rare. The Japanese are soft-spoken and are very formal people observing thousands of rules of etiquette. They worry that they might not be doing the right thing, especially when they are outside their familiar groups.

Characteristic:_____

Economic Value:_____

_____

26. Perhaps the outstanding characteristic of people in Japan is their intense loyalty to all kinds of groups. Being loyal means: 1) Putting personal interests and ambitions below group interests. 2) Willingly cooperating with other group members and enthusiastically accepting group decisions. 3) Avoiding behaviors or situations that would shame or embarrass other group members.

Characteristic:_____

Economic Value:_____

_____

27. Women's position has improved, but men, and particularly husbands, enjoy higher status and greater prestige than their wives. Yet women use techniques of pleasing husbands to get control of the home. The home is a woman's domain. Men are so involved in work and their company groups that they are satisfied to let family be dominated by wives.

Characteristic:_____

Economic Value:_____

_____

28. An old Japanese maxim "Whom should a man save if both his wife and his mother are drowning?" The answer was, "His mother, because he can always find another wife." Even today, women dread having to live with a mother-in-law. This situation is impossible to avoid either for economic reasons or from a sense of duty to offer a home to one's mother.

Characteristic:_____

Economic Value:_____

_____

29. Distrust of strangers is obvious because of the ways that Japanese protect the privacy of their homes. Fence gates are locked with high fences and frequently a watchdog. Few people are invited to enter a Japanese home. Most Japanese want their home to be kept unknown to outsiders.

Characteristic:_____

Economic Value:_____

_____

30. Because the Japanese live together on a small island, they have developed certain ways of life. This long cultural heritage has been passed down from parents to children and has helped them feel that they belong together.

Characteristic:_____

Economic Value:_____

_____

31. Japan has a very homogeneous or uniform society. Unlike countries like the United States which has many different ethnic groups, most all Japanese people have similar racial characteristics, speak the same language, and share essentially the same cultural traditions. Regional differences like urban vs. rural continue to exist, but geographic and historical isolation make the Japanese more conscious of having a different culture than other nations.

Characteristic:_____

Economic Value:_____

_____

32. The key to success depends on educational achievement. Unfortunately, the number of applicants for college entrance greatly exceeds the number that can be accepted. Only two of every five applicants can be accepted. In top colleges, the rate is lower, at one out of every six. The pressure to pass examinations, which determine what school they can attend, is great. "Examination hell" and importance of doing well in school and getting high test scores may contribute to the high suicide rate of young people in Japan.

Characteristic:_____

Economic Value:_____

_____

33. The Japanese are a very inventive people with great enthusiasm for modern ideas and new ways of life. They have built a modern industrial society by being hardworking and industrious.

Characteristic:_____

Economic Value:_____

_____

34. The Japanese have a strong national feeling and, generally, are proud to be Japanese.

Characteristic:_____

Economic Value:_____

_____

35. There have been rapid changes in Japan in the last forty years--Examples: family life and the role of women--and the Japanese are adjusting to all these changes with amazing speed. However, old and strong traditions are not easy for any people to change, especially the older Japanese who miss the rules and customs that once guided their lives. Some of these changes can create tension and conflicts when combining new with the old ways.

Characteristic:_____

Economic Value:_____

_____

HANDOUT 3-3

SAMPLE DECISION MAKING GRID FOR SYSTEMATIC EVALUATION OF EACH ALTERNATIVE WITH RESPECT TO EACH GOAL OR CRITERION

	Goals/Criteria			
ALTERNATIVES	Goal or Criterion 1	Goal or Criterion 2	Goal or Criterion 3	Goal or Criterion 4
Alternative 1				
Alternative 2				
Alternative 3				
Alternative 4				

Source: A Framework for Teaching the Basic Concepts, Joint Council on Economic Education

TITLE: "A Yen for a Yen"

SUBMITTED BY: Deborah Felnagle

GRADE/SUBJECT: Middle

RATIONALE: The purpose of this activity is to provide students with experiences which will lead students to the understanding that prices of imports will fluctuate as the rate of exchange varies.

CONCEPTS: Currency, exchange rate, import, export, trade war, trade deficit.

TIME: 40 minutes.

MATERIALS NEEDED: Recent news articles about the falling dollar, worksheet, "A Yen for a Yen," Classmate, February/March, 1986.

PROCEDURE:

1) Share news articles and initiate discussion about "exchange rate," "yen," "falling dollar."

2) Show short video film of traders in Tokyo buying and selling dollars. (See resource list for possible sources of film).

3) Distribute worksheet and have students figure prices using 1985 exchange rate of 246 yen to the dollar. Students will do problems on blackboard to demonstrate math.

4) Say, "But this worksheet is from 1985, and we know things have changed. How would these prices look at the current rate of 150 yen per dollar? Figure the new prices." Record new prices on the blackboard.

5) Ask students what effect these new prices will have for the U.S. consumer who wants to buy something Japanese (prices are up) and for the Japanese consumer who wants to buy an American product (prices are down).

6) Ask what the consumers in each country might feel about these changes, and what effect they may have on the trade deficit.

7) Define the term trade war. Discuss with students.

8) Instruct students to monitor other imports and how prices are fluctuating. Share with class at later time.

9) Ask, "Why is steak so expensive in Japan?" (It is imported from the United States).

10) Ask, "Why are dresses cheaper in Japan than the United States?" (Japan has good textile industry).

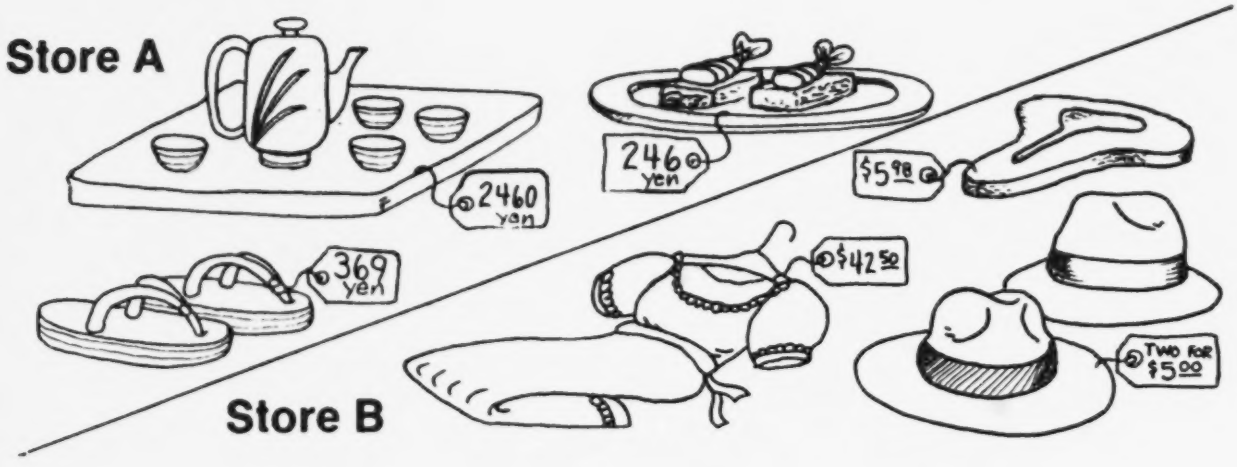
11) Discuss other imports/exports in a similar manner.

Name _____ Skill: Math, Problem solving

A Yen for a Yen!

Japanese money is called "yen." The rate of exchange for yen with American money changes daily. As of August 1985, about 246 yen equaled $1.00 (U.S.), according to the Bank of America.

Look at the advertisements below. Store A is a Japanese store. Store B is an American Store. On the back of this page, convert each Japanese price into American dollars.



Store A	Store B
1. 1 lb. bag of rice 123 yen! = _____	1 lb. of rice $1.25
2. One pair slippers is 369 yen! = _____	Slippers! One pair for $4.00
3. Umbrella only 984 yen! = _____	Umbrella now $3.75
4. Two hats for 1230 yen! = _____	Get two hats for $5.00
5. Fresh sushi plate 246 yen! = _____	Sushi plate $2.46
6. Set of china only 2460 yen! = _____	Set of china $25.00
7. 1 lb. steak only 7380 yen! = _____	1 lb. steak only $5.98
8. Dresses! Just 1230 yen! = _____	Dresses! Just $42.50

9. Which items are less expensive in Japan based on this exchange rate?

_____

10. Which items are less expensive in America? _____

_____

Challenge Write three story problems of your own, using yen instead of American dollars. Exchange with a friend. Solve each problem in dollars.

Fold-Under Answers: 1. 50¢ 2. $1.50 3. $4.00 4. $5.00 5. $1.00 6. $10.00 7. $30.00 8. $5.00 9. rice, slippers, sushi, china, dresses 10. umbrella, steak

TITLE:	"Money and Stamps - What they tell about the citizens of a country"
SUBMITTED BY:	Deborah Felnagle
GRADE/SUBJECT:	Middle
RATIONALE:	The purpose of this activity is to help students discover what can be learned about the citizens of the world (Particulary Japan/U.S.) by examining stamps and currency.
CONCEPTS:	Currency.
TIME:	40 minutes.
MATERIALS NEEDED:	Examples of Japanese currency and stamps, American currency and stamps; "Create a Stamp" Worksheet, Oasis, March/April, 1987.

PROCEDURE:

1) Say, "Some social scientists have said that we can tell a great deal about what seems important to a group of people by the images they choose to put on their money and on their stamps." What do we have on our money and stamps? Students will examine examples of currency and the items on our paper money.

2) Discuss the fact that images on American money mainly include famous people, buildings and some traditional symbols.

3) Say, "Think about what you know about the Japanese, their culture, their economy, etc. What do you think they might put on their currency and stamps?" Discuss. Examine examples to reinforce knowledge.

4) Distribute the "Create a Stamp" worksheet. Have students do the sheet.

5) Share the designs.

NAME _____

Create a Stamp

The outline for a postage stamp is provided below. Your job is to create a design for the stamp.

Written by Becky Calabro-Jones and Jacqueline Lewis
Users reproducible page. Mar./Apr. 1987 © Good Apple, Inc.

TITLE: "Haiku"

SUBMITTED BY: Deborah Felnagle

GRADE/SUBJECT: Middle (Language)

RATIONALE: The purpose of this activity is to introduce students to "Haiku" and have them create their own. Students will gain an appreciation of this aspect of Japanese culture.

CONCEPTS:

TIME: Two, 40 minute periods.

MATERIALS NEEDED: Filmstrip/cassette, "Hidden Glimmering" from Lyceum Production, Laguna Beach, California, 1973, and pictures from home and magazines of students' choice.

PROCEDURE:

Day 1

1) Introduce the haiku form of poetry to students as a three-line, unrhymed, 5-7-5 syllable poem.

2) Show filmstrip and have students discuss what traditional haiku is about: emotion, insight, imagination. Remind students of great haiku masters: Basho, Issa, Busou.

3) Ask students to bring a picture to describe in a haiku poem.

Day 2

1) Assign each student to write a haiku using his/her picture, and to mount poem and picture for display.

2) Discuss with students what the haiku poems they have created tell about the person, culture, themselves, etc.

TITLE:	"Japan and the U.S. - Interdependent"
SUBMITTED BY:	Deborah Felnagle
GRADE/SUBJECT:	Middle
RATIONALE:	The purpose of this activity is to help students gain an understanding of the economic interdependency of the United States and Japan.
CONCEPTS:	Import, export, trade, deficit, interdependence, scarcity.
TIME:	40 minutes.
MATERIALS NEEDED:	Blackboard, copy of Handy Facts on U.S. Japan Trade, JETRO, 1221 Avenue of the Americas, New York, NY.

PROCEDURE:

1) Have students search for Japanese products (imports) found in their homes and bring list to class for sharing.

2) Share lists and record by general category on the board. (Example, cars, toys, electronic).

3) Explain to students that Japan has a scarcity of land. Brainstorm with students how this affects the imports Japan will need in order to satisfy the wants and needs of its population. (trade with the United States) Example: farm products, raw materials, etc.

4) Have students copy the following notes from Handy Facts.

   A. Japan is the second largest market for U.S. products and buys 10.8% of everything we export. (Canada is our largest market at 21.4%).

   B. Japan is the largest buyer of American farm products at 20%. (The second largest buyer is the USSR at 7.6%).

   C. Japanese companies in the U.S. employed 200,000 Americans in 1985, and this total is growing. Some companies in Kentucky include: Isuzu, Hitachi, Toyota, and ATR.

D. Hundreds of thousands of Americans are employed selling Japanese goods. (100,000 alone sell Japanese cars).

E. Many American companies have succeeded in Japan as well: Xerox, IBM, Schick, Pampers, Kodak (film), Lipton (black tea), Nestle (instant coffee) Coca-Cola, Pyrex, Del Monte, Kentucky Fried Chicken, McDonalds, etc.).

5) Discuss each fact with students and review import and export.

6) Introduce and define interdependence and trade deficit. Point out how involved the two countries are with one another's economics and how they depend on one another. Point out that we buy much more from Japan than she buys from us. This is trade deficit.

7) Discuss with the students what effect a trade deficit will have on both trading partners.

TITLE:	"Come to the Fair"
SUBMITTED BY:	Pam Harper
GRADE/SUBJECT:	Middle
RATIONALE:	The purposes of the following activities are to provide students with varied tasks which will lead them to an understanding of the interdependency of the United States with other countries of the world, gain an understanding of the world trade market, and participate in an international trade fair.
CONCEPTS:	Trade, interdependence, exports, imports, resources, goods, buyers, sellers.
TIME:	Ten days.
MATERIALS NEEDED:	Map of the world; 6 small tables, resource books - Land of the People; World of Enchantment; Teaching about the Japanese Economy.

PROCEDURE:

1) On the day before beginning the activities, ask students to bring in objects made in other countries.

2) Day One, have the students show articles and tell from what country they are imported. Locate these countries on the world map.

3) Day Two, lecture on international trade. Include definitions of international trade, interdependence, export, import, raw materials, manufactured goods. Have the students write a paragraph about why the U.S. trades. Read paragraphs aloud.

4) Day Three, assign each student a country from those located on the map. Give a list of requirements for research on the country. Include major facts and customs, places of interest in the country. Begin reports and guide work.

5) Day Four, Five and Six, work on reports.

6) Day Seven, Eight, Nine and Ten, Divide into four groups. Each day have one of the groups set up "international trade booths" in order to visually display information about their country. Suggestions for fair booths:

Prepare a food for which a country is known. Bring recipe. Cut food in small pieces so each student can taste.

Bring in goods made in your country with cards of explanation.

Bring in currency from that country.

Set up a picture display of scenes of the country. Have the pictures mounted and labeled.

Set up a slide presentation of scenes from the country.

Make a flag for the country.

Prepare a travel poster with a creative slogan.

Make models or replicas of important places in your country.

Bring in samples of clothing from the country for display or modeling.

7) Have the students be diplomats from their countries. They will represent their countries so that the U.S. will establish a good relationship with that country and establish an international trade market.

TITLE: "No Man is an Island"
We are Citizens of the World

SUBMITTED BY: Pam Harper

GRADE/SUBJECT: Middle

RATIONALE: The purposes of these activities are to help students become familiar with some of the exports and imports of Kentucky; locate on a world map certain countries to which Kentucky exports products; locate on a map of Kentucky certain cities which are the sources of these exports; categorize exports and imports as being raw materials or manufactured goods; interpret a map for specific information.

CONCEPTS: Import, export, raw materials, manufactured goods.

TIME: Two or three days.

MATERIALS NEEDED: Handouts from 1986 Kentucky International Trade Directory, Kentucky desk maps, Kentucky wall map, political world maps, world wall map, colored pencils, handouts: Kentucky map, world map, vocabulary sheets

PROCEDURE:

1) Make the statement, "No man is an island, We are citizens of the world."

2) Discuss with students their interpretation of what this statement means.

3) Ask, "How does this statement relate to you as an individual? to you as a citizen of Kentucky?"

4) Review (or introduce) the vocabulary words.

5) Distribute handouts, Kentucky desk maps, and colored pencils.

6) Have students open text books to a world map.

7) Explain to the students that they have been given a handout with the names of companies in Kentucky that export and/or import to foreign countries. (The students will become

familiar with some of the exports and imports of Kentucky while practicing map skills through locating various geographical lands.)

Choose an example of one handout from the 1986 Kentucky International Trade Directory. Write it on the board, and have all the students use this sample as you give the following directions:

A. Read the name of the Kentucky company and its address. Have a student locate this city on the wall map of Kentucky. Students at their seats should locate the city on their desk maps.
B. Identify the location of this company by placing a black dot on the correct location as accurately as possible. Write in the name of the company, city, and county.
C. Read the exports for this company and the countries which are the destinations of these exports.
D. Have the students now locate these on their world map handouts. They need to put a black dot for the company on the world map as accurately as possible in order to show location of the countries to which the exports are sent from the source (city) to the destination (country). Write in the names of the countries.
E. Read the imports of this company and the sources of these imports. Have a student locate them on the wall map as before.
F. Have the students locate the sources of imports by identifying the countries by writing in their names in the correct places and drawing a blue line from the source to the company.
* Circulate and monitor.

8) Direct the students to take the handout-Kentucky Trade Directory-which was given to them and use the same procedure in identifying exports/imports and location of source and destination.

9) Allow time for work in class. Have some students go to the board and write some Kentucky exports and imports. Make two columns.

10) Have students circulate and compare maps. Discuss the conclusions.

11) Have students look at their lists on the board and draw some conclusions about Kentucky's trade.

12) Have two students label the products listed on the board as either a raw material or a manufactured good. Draw conclusions based on this information.

13) Assimilate the conclusions by a quick review.

TITLE: "Japan and the United States - Culture and Economics"

SUBMITTED BY: Sondra Chapman

GRADE/SUBJECT: High School

RATIONALE: The purpose of the following suggested activities is to provide students with a variety of tasks to compile in a scrapbook which will lead them to an understanding of cultural and economic differences between Japan and the United States. (Could be used to compare other countries).

CONCEPTS:

TIME: To be determined by individual teacher.

MATERIALS NEEDED: Sheet listing various categories for investigation, handout of Japanese words with English translations.

PROCEDURE:

1) Teacher will prepare assignment sheets for scrapbook labeled: a) Food, b) Clothing, c) Climate, d) Home Life, e) Entertainment, f) Holidays, g) Education, h) Economic Growth, i) Production/Manufacturing.

2) Discuss with students the expectations for completion of the various categories of comparative study from which they might choose. (i.e. written or verbal format, time limit, grading system, etc). Research on each category should compare and contrast Japan and the United States.

3) Have each student choose one or more categories for investigation.

4) Invite guest speakers from Japan asking them to bring and discuss goods which represent their culture and economic system. Students will take notes for scrapbook.

5) Collect news items on the cultural and economic systems of both countries. Students will draw a comparison by summarizing these news articles stressing the similarities/differences/strengths/weaknesses they understand from the articles. (compiled in scrapbook w/article and summary).

6) Using handout of Japanese words, students will prepare a lesson to present to the class whereby they will teach some common Japanese phrases, words to their peers. Encourage students to use creative methods to enhance the learning of these words, phrases. (See attached list of Japanese phrases.)

7) Make Japanese products using oragami for display in classroom, school, local businesses. Prepare Japanese food items for a "tasting party."

8) Display completed scrapbooks.

A FEW USEFUL PHRASES

Mr. Mrs. Miss	-san (Smith-san, Tanaka-san)
Hello, Good day	Konnichi wa
Good morning	O'hayo
Good evening	Komban wa
Goodbye	Sayonara
How are you?	Ogenki desu ka
Yes	So desu
No	iie (rather abrupt, seldom used)
Excuse me	Gomen nasai
Where is ------?	------- doko desu ka?
How far? How long?	Dono kurai?
How much? (price)	Ikura desu ka?
Why?	Naze desu ka?
When?	Itsu desu ka?
Which?	Dochira desu ka?
What?	Nani de suka?

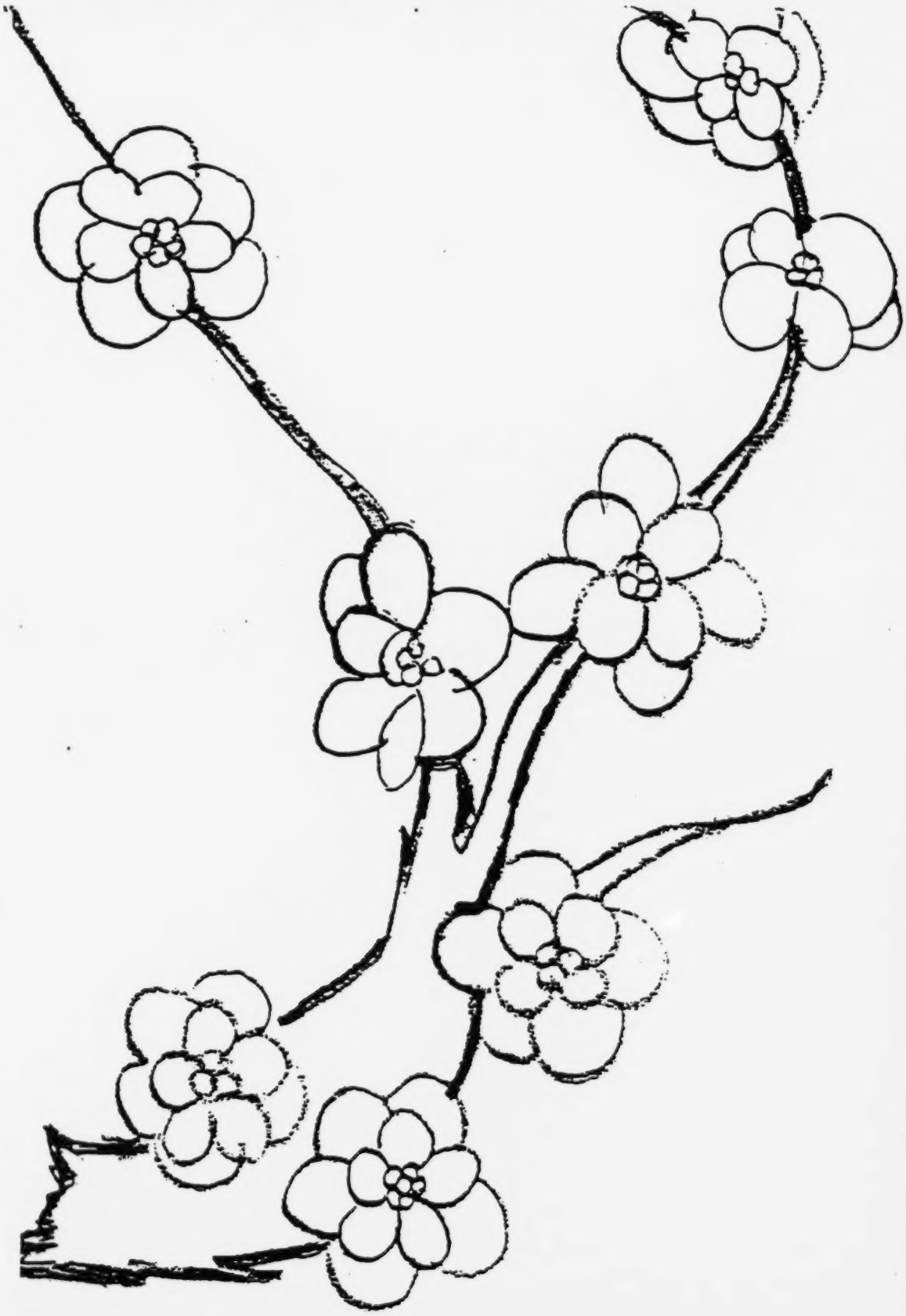
(You will now have noticed that ka is the question mark spoken, desu is the verb for to be, am, is)

One	Hitotsu
Two	Futatsu
Three	Mittsu
Four	Yottsu
Five	Itsutsu
Six	Muttsu
Seven	Nanatsu
Eight	Yattsu
Nine	Kokonotsu
Ten	To
Eleven	Ju-ichi
Twelve	Ju-ni
Twenty	Ni-ju
Thirty	San-ju
Forty	Yon-ju
Fifty	Go-ju
Sixty	Roku-ju
Seventy	Nan-ju
Eighty	Hachi-ju
Ninety	Kyu-ju
One Hundred	Hyaku
One Thousand	Sen
Ten Thousand	Man
Million	Hyaku-man

Taxi	Takushi
Train	Densha
(Bullet train	Shinkansen)
Automobile	Jidosha
Airplane	Hikoki
Subway	Chikatetsu
Take me to -----	----- e annaishite kudasai
What time is it?	Nanji desu ka?
Noon	Shogo
One p.m.	Gogo Ichiji
Two p.m.	Gogo Niji
Three p.m.	Gogo Sanji
Four p.m.	Gogo Yoji
Five p.m.	Gogo Goji
Six p.m.	Gogo Rokuji
Seven p.m.	Gogo Shichiji
Eight p.m.	Gogo Hachiji
Nine p.m.	Gogo Kuji
Ten p.m.	Gogo Juji
Eleven p.m.	Gogo Juichiji
Midnight	Yoru no Juniji
One a.m.	Gozen Ichiji
Two a.m.	Gozen Niji
Three a.m.	Gozen Sanji
Four a.m.	Gozen Yoji
Five a.m.	Gozen Goji
Six a.m.	Gozen Rokuji
Seven a.m.	Gozen Shichiji
Eight am.m	Gozen Hachiji
Nine a.m.	Gozen Kuji
Ten a.m.	Gozen Juji
Eleven a.m.	Gozen Juichiji
Six fifteen	Rokuji jugo fun sugi
Six thirty	Rokuji han
Six forty-five	Shichiji jugo fun mae
Today	Kyo
Yesterday	Kino
Day before yesterday	Ototoi
Tomorrow	Ashita
Day after tomorrow	Asatte
This week	Konshu
Next week	Raishu
Tea (green)	Ocha
(black)	Kocha
Coffee	Kohi
Breakfast	Asa Gohan
Lunch	Hiru Gohan
Dinner	Ban Gohan
Please (for benefit of speaker)	Kudasai (after verb)
Please (for benefit of person spoken to)	Dozo

Thank you	Domo Arigato (usually Domo is sufficient)
Don't mention it	Do ita shimashite
My wife	Kanai
Your wife	Okusan
Son	Musuko
Daughter	Musume
Book	Hon
Magazine	Zasshi
Bookshop	Hon-ya
Newspaper	Shimbun
English language	Eigo
Japanese language	Nihongo
Monday	Getsu Yobi
Tuesday	Ka Yobi
Wednesday	Sui Yobi
Thursday	Moko Yobi
Friday	Kin Yobi
Saturday	Do Yobi
Sunday	Nichi Yobi
January	Ichi Gatsu
February	Ni Gatsu
March	San Gatsu
April	Shi Gatsu
May	Go Gatsu
June	Roku Gatsu
July	Shichi Gatsu
August	Hachi Gatsu
September	Ku Gatsu
October	Ju Gatsu
November	Juichi Gatsu
December	Juni Gatsu
New Years	O Sho Gatsu
Hotel	Hoteru
Room	Heya
Office	Jimusho
Company	Kaisha
America	Amerika (Beikoku)
American (Person)	Amerika Jin (Beikoku Jin)
Japan	Nihon (Nippon)
Japanese	Nihon Jin (Nippon Jin)
Laundry	Sentaku
Fast	Hayai
Slow	Yukkuri
Barber	Tokoya
Beauty Shop	Biyoin
Doctor	Oisha
Dentist	Haisha
Hot	Atsui
Cold	Samui

HIGH SCHOOL



TITLE: "The Kentucky Connection"

SUBMITTED BY: Betty Gorin

GRADE/SUBJECT: High School

RATIONALE: The purpose of the following assignments is to lead the students to an understanding of the interdependency of states within the United States as well as the United States with nations of the world. (global interdependence)

CONCEPTS: Global interdependence, import, export, international market, goods.

TIME: Two weeks.

MATERIALS NEEDED: Field trip request; permission slips.

PROCEDURE:

Assignment 1:

1. Assign students to groups to visit, (on their own time), designated sites in the area to investigate the imported goods which are in the local marketplace.

   * If for some reason a student could not participate in a site visit, they could go through their home and identify imported goods.

   Suggested Site Visits:

   A. Grocery stores
   B. Clothing stores
   C. Shoe stores
   D. Hardware stores
   E. Farm implement dealers
   F. Automobile dealers
   G. Drug stores
   H. Jewelry stores
   I. Local industries

2. Students will report on the imports observed by one of the following suggested tasks:

   A. Oral reports by group members
   B. Individual written list of goods and country imported from:
   C. Chart which categorizes by goods and country.

Assignment 2:

1. Assign students to a particular local industry to investigate the exports to foreign markets as well as to other states within the United States.

2. Students will report on the exports by one of the tasks mentioned in assignment 1.

   Suggested extra credit or extension activities:

   A. Plot on world and United States maps the path of imports and exports.
   B. Arrange for community resource speakers to visit the classroom to discuss impact of global interdependence on local industry. (See sample field trip form)
   C. Contact college, university, or local schools for names of exchange students from countries with which local industry is interdependent. Have them discuss the culture and economics of their country either as a classroom speaker or through students interviewing individually and writing a report on the results of the interview.

Assignment 3:

Field Trip - Suggested Field Trip Request Sheet

Class Visit to Ingersoll-Rand

SCHOOL: Taylor County High School

TEACHER: Betty Gorin

GRADE: Three classes of 11th graders -- U.S. History. One class of 10th graders -- World History.

TIME:

8:35--9:20	-	U.S. History
10:35-11:20	-	U.S. History
12:10-12:55	-	World History
1:10--1:55	-	U.S. History

PURPOSES OF VISIT:

Primary Purpose: To learn how this plant and its products are dependent on world trade patterns, i.e., which parts come from other states and foreign countries that go into compressors manufactured in Campbellsville, and to what countries are these compressors marketed.

Secondary Purpose: To become better acquainted with a local industry.

To learn the components of an industrial plant.

To learn some of the skills utilized within the plant and the educational qualifications or skills that are necessary for various jobs.

DATE: _____

SCHOOL PHONE: _____

TITLE: "Import/Export Scavenger Hunt"

SUBMITTED BY: Pauline Gabbard, Eileen Price, Joyce Campbell

GRADE/SUBJECT: High School

RATIONALE: The purpose of these activities is to help students become aware of the many Japanese imports to Kentucky and Kentucky exports to Japan through a "scavenger hunt."

CONCEPTS: Import, export, product.

TIME: Two/Three class periods.

MATERIALS NEEDED: Survey sheets.

PROCEDURE:

1) Review with students examples of brand names of Japanese products available in Kentucky. A partial list of Japanese goods available in the U.S. is included for teacher information.

2) Give students the assignment of examining various products in their homes and compiling a list of items made in Japan, listing the Japanese brand name and product. (Hand out blank survey sheet with information listing item, brand name, and nation that manufactures the product. Have students fill in as they survey their homes).

3) Divide students into two groups. Assign group A the task of gathering American made products and group B the task of gathering Japanese made products for a class display in order to determine the major suppliers to Kentucky and to discover which markets are dominated by the Japanese.

EXTENSION ACTIVITY

Have students write to the Kentucky Department of Commerce inquiring what Kentucky products are exported to Japan.

Handout taken from: Teaching About the Japanese Economy, Joint Council on Economic Education, 1986.

A SURVEY
OF
THE SOURCE OF MANUFACTURED PRODUCTS

DIRECTIONS: Using your own home as your source of information, complete the following form. For each item listed you should provide the brand name and the name of the nation in which it was manufactured. If you are unable to determine the nation in which it was manufactured, contact a local dealer of the product in question. If you have more than one of a certain item, list the extra one(s) on the lines at the bottom of the form:

ITEM	BRAND NAME	NATION OF MANUFACTURER
AUTOMOBILE		
RECORD PLAYER/TURNTABLE		
TELEVISION		
RADIO		
TAPE RECORDER/PLAYER (AUDIO)		
VIDEO RECORDER		
TELEPHONE		
BICYCLE		
MOTORCYCLE		
POWER LAWN MOWER		
CAMERA		
VIDEO CAMERA		
MUSICAL INSTRUMENTS		
MICROWAVE OVEN		
DISHWASHER		
REFRIGERATOR		
COMPUTER EQUIPMENT		
OTHER?		

Handout taken from: Teaching About the Japanese Economy, Joint Council on Economic Education 1986.

PARTIAL LIST OF JAPANESE GOODS AND SERVICES FOUND IN THE UNITED STATES

Automobiles

Datsun
Honda
Toyota
Mazda
Subaru

Stereos, Sound Equipment

Toshiba
Panasonic
Pony
Quasar
Sanyo
Hitachi

Steel

Nippon Steel

Tires

Bridgestone

Airlines

Japan Air Lines (JAL)

Cameras

Nikon
Canon
Minolta
Pentax

Film

Fuji

Motorcycles

Suzuki
Kawasaki
Isuzu
Yamaha

Tableware

Noritake China

Watches

Casio
Seiko

Heavy Equipment

Komatsu

TITLE: "Comparing the Industrial Revolution in Europe and Japan"

SUBMITTED BY: Mary Ann Tyler

GRADE/SUBJECT: High School

RATIONALE: The purpose of the following activities is to promote group cooperative skills via the discussion process and role-play. The activities focus on inferences about the significance of industrial developments rather than memorization of facts.

CONCEPTS:

TIME: Two weeks.

MATERIALS NEEDED: Standard world civilization text for Europe, 1815-1900's and for Japan, 1850-1900 (e.g. World History Patterns of Civilization, Prentice-Hall, 1986, Chps. 22-24 and Chp. 28, Section 3).

PROCEDURE:

1) Assign students to read and become experts on one of the six historical conditions (social, political, economic, religious, geographic, cultural) in Europe during the Industrial Revolution.

2) Group them first as "fellow experts" who research the same condition. Direct them to decide on five "big ideas" descriptive of their assigned condition.

3) Regroup students in circles consisting of six students, each an expert on a different condition. Each expert shares the information and five "big ideas" with other students in the circle -- thus enabling all students to survey Europe in general during the Industrial Revolution.

4) Have students return to original group of fellow-experts and develop inferences about interrelationships among the conditions. (Example -- Social classes are changed because Capitalists displaced the old landed nobility. This, in turn, led to political changes as the new upper class fought for greater representation in the government. Likewise, Capitalists provoke change in economic policy -- i.e. laissez faire policies). Challenge the group to compose a conclusion statement that develops as many interrelationships as possible.

5) Repeat the process in Part I, this time for Japan in 1850-1900.

6) Direct each student individually to complete a chart like the following one.

Historical Condition	Similar Ways	Different Ways
Social		
Political		
Economic		
Religious		
Geographic		
Cultural		

7) Direct students to "personalize" the Industrial Revolution by writing a first person historical fiction work (e.g., a letter, a diary entry) from the point of view of an individual living during either the European or Japanese Industrial Revolution. The work should clearly depict a particular socio-economic level and situation that would be historically accurate (e.g., a Samurai writing in his diary about the Emperor's ruling regarding army service), but would use fiction to show the student's empathy with the individual's experiences.

Suggested possible evaluative tools:

1. Observation of students in groups (on task, contributing).
2. Group conclusion statements (written).
3. Chart of similarities and differences in the European and Japanese Industrial Revolution.
4. Brief historical fiction writing.

Lesson 21

Why Specialize and Trade?

TIME REQUIRED One class period

CONCEPTS Absolute advantage
Comparative advantage
Interdependence
Specialization

INSTRUCTIONAL OBJECTIVES Students will

- State the principles of absolute advantage and comparative advantage;
- Explain how economic welfare increases with specialization and trade.

RATIONALE The levels of living improve when people specialize in producing what they can produce most efficiently and trade for what else they need. In this lesson students learn how economic welfare can be increased through specialization and trade by applying the principles of absolute advantage and comparative advantage in a classroom trading simulation.

MATERIALS

1 A copy of Handout 21-1 for each student

2 OPTIONAL: several small prizes

PROCEDURE

1 Divide the class into thirds. Designate one group as farmers, one group as tailors, and one group as builders.

2 Distribute Handout 21-1. Have students write their role assignments (farmer, tailor, or builder) in the first blank. In the second blank have the farmers write "food," the tailors "clothing," and the builders "shelter." Have students read the instructions.

3 **Round 1.** Let students circulate among themselves to conduct their trades. After three minutes end the round and have students return to their seats. Now have them subtract 100 from each column for basic necessities. Any student with a negative number remaining "dies" and is out of the game. Ask who has the highest net gain. You may wish to award a small prize to this student.

4 **Round 2.** Before beginning, have students enter new initial production figures. Run Round 2 in the same manner as Round 1.

5 **Round 3.** Run the round. Have students tally their net gains from all three rounds. The student with the highest overall net gain is the classroom winner. (OPTIONAL: Award prize with appropriate small ceremony.)

6 Ask students how they were able to achieve a level of living above the bare minimum for survival. (By specializing and trade.) Ask if any students chose not to specialize. Why might a person not specialize? (To avoid the needs for dependence on others.)

7 Explain to the class that the game they played illustrates the concept of **absolute advantage.** Absolute advantage exists when one person (or firm or region or nation) can produce a product at the lowest resource cost compared to any other suppliers of the product. In our example, farmers had an absolute advantage in food production, since they could produce more food per person than anyone else per round.

8 Now divide the class in half and designate one group as skilled workers and the other group as unskilled workers. Tell the skilled workers that they can produce any one of these three sets of products in one round: (1) 400 units of food, (2) 400 units of shelter, (3) 100 units of food and 300 units of shelter. Tell the unskilled workers they can produce any one of these three sets in one round: (1) 300 units of food, (2) 100 units of shelter, (3) 75 units of food and 75 units of shelter. Explain to the class that here the skilled workers have an absolute advantage in the production of both food and shelter. Ask the class: Is there any reason a skilled worker would want to engage in trade with an unskilled worker under these conditions? (The answer is yes, but don't indicate this immediately; you are likely to get a variety of responses.) Explain to the class that you are going to run a couple of experiments to see if the answer can be determined.

a Have all the workers produce set (3), the mix of food and shelter. Students remain in

their seats and you simply count hands. Determine the total number of units of food produced in the class by multiplying the production of each skilled worker by 100 and that of each unskilled worker by 75 and adding up the results. Determine the total number of units of shelter produced in the class by multiplying the production of each skilled worker by 300 and that of each unskilled worker by 75 and adding up the results. Now add the two results and explain that this is the total production in the economy without specialization.

b Now introduce specialization by asking all skilled workers to produce shelter and all unskilled workers to produce food. Add up the total production in the economy. There should be much more total production than before. Now have all skilled workers produce food and all unskilled workers produce shelter. There should be much less total production than before. Explain to the class that in order for specialization and trade to increase output, people should specialize by producing the product in which their **comparative advantage** is greatest.

c Explain that people have a comparative advantage in producing a product when their opportunity cost of production is lower than that of other producers. In this exercise the opportunity cost of 1 unit of food to the skilled worker was 1 unit of shelter (since 400 of each could be produced), but to the unskilled worker the opportunity cost of 1 unit of food was only one-third unit of shelter (since the unskilled worker could either produce 100 units of shelter or 300 units of food). Conversely, the opportunity cost of 1 unit of shelter to the skilled worker was 1 unit of food, but to the unskilled worker the opportunity cost was 3 units of food. Thus, the skilled worker has a comparative advantage in building and the unskilled worker a comparative advantage in food production.

EVALUATION Use the answers to the questions in the Procedure section. In addition, the following might be asked:

- Can you think of examples of absolute advantage between regions of the United States? Between countries of the world?

- Can you think of examples of comparative advantage between regions of the United States? Between countries of the world?

- When people, regions, or nations specialize and trade, there must be a winner and there must be a loser. True or false? (False. Trade takes place because it is mutually beneficial to both parties and the level of living of both increases.)

- Define absolute advantage. (The advantage which one person, region, or country enjoys over others from more efficient production of a particular product.)

- Define comparative advantage. (A comparative advantage exists for a producer if the opportunity cost of production is lower than that of other producers.)

- Jennifer and her younger brother Tom have been told by their parents to mow the lawn and wash the car. There is enough equipment for them to work together on each task. Should they do so? Jennifer can mow the lawn in one hour and wash the car in a quarter of an hour. Tom can mow the lawn in two hours and wash the car in one hour. What is Jennifer's absolute advantage in? (Washing the car and mowing the lawn) What is Tom's absolute advantage in? (Neither) What is Jennifer's comparative advantage in? (Washing the car, since her opportunity cost is lower. She can work four times as fast as Tom in car washing—one quarter hour vs. 1 hour to complete the washing—but only twice as fast as Tom in mowing—1 hour vs. 2 hours to complete the mowing.) What is Tom's comparative advantage in? (The mowing, since his opportunity cost is lower.) How would you recommend they divide the work in order to complete the tasks in the least possible time? (Jennifer should wash the car alone and then help her brother Tom finish the mowing.)

Handout 21-1

TRADING RECORD

Name _____ Class _____

Instructions: You are a skilled _____. You can spend your time each round by using it all to produce 600 units of _____. However, you may instead produce each of 100 units of food, 100 units of shelter, and 100 units of clothing. You must choose what you will produce at the beginning of each round.

Your basic survival needs are 100 units each of food, clothing, and shelter during each round. If you do not acquire a minimum of 100 units of each of these items, you will die. If you use all your time to produce each of these items for yourself, you will be able to produce enough to meet your basic needs, but you will have nothing left over. As an alternative, you can spend your time working to produce what you produce best, and then you can trade this production for whatever else you need. You can use any extra production above what's needed for basic living to raise your level of living.

The objective of the game is to achieve the highest level of living possible consistent with your abilities. Use the trading record to record your initial production on line one and your trades on subsequent lines. *Example:* If you are a farmer and decide to produce 600 units of food, write 600 under the food column on line 1. Let's say you then trade 100 units of food with Andrea for 100 units of shelter. On line 2 subtract 100 from your food column and add 100 to your shelter column. Let's say you then trade 150 units of food for 100 units of clothing with Tim. To show this, subtract 150 from your food column and add 100 to your clothing column. At the conclusion of each round, subtract 100 from each column for your basic needs.

If any column is negative, you are dead and out of the game. If you are still in the game, determine your net gain for the round by adding your net gains for food, clothing, and shelter (line 5). The person with the highest numerical net gain achieves the highest standard of living and wins the round.

EXAMPLE OF TRADING EXCHANGE RECORD

Transaction	Food	Shelter	Clothing		Net Gain
1 Initial production	+600				
	−100				
2 Trade with Andrea	500	+100			
	−150				
3 Trade with Tim	350		+100		
4 End-of-round basic needs	−100	−100	−100		
5 Net gain	250		0	=	250

TRADING RECORD

Transaction	Food	Shelter	Clothing	Net Gain
1 Initial production				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Lesson 22

Foreign Currencies and Foreign Exchange

TIME PERIOD One class period

CONCEPTS Exchange rate
Money
Markets
Supply and demand

INSTRUCTIONAL OBJECTIVES Students will

- Explain why citizens or businesses of one country might require the currency of another country;
- Explain how foreign exchange values are influenced by supply and demand;
- Explain how an increase (or decrease) in the availability of a currency may cause a decline (or rise) in that currency's foreign exchange value.

RATIONALE Money has several functions. Among them is its ability to serve as a medium of exchange, a store of value, and a measure of value. Using money in international trade is complicated because almost every country has a different currency. The value of one currency in terms of another is set in the foreign exchange markets by the supply and demand for that currency. This lesson takes up the basics of foreign exchange and contains a simulation that concerns the international money market.

MATERIALS

1 A copy of Handouts 22-1 and 22-2 for each student.

2 Mints, M&M's, similar small candies, or other equally divisible goods such as almonds or peanuts. (A 1-pound bag should be enough for three classes of 35 students each.)

3 Enough duplicates of Handout 22-3 (peseta notes) to equal one sheet of notes per student plus a few extra sheets. Cut the sheets apart before the class meets.

4 Exactly 25 American dollars. Before class, make three copies of Handout 22-4 and cut them apart into dollars.

PROCEDURE

1 Give each student a copy of Handout 22-1, and announce, "Today we will look at money and the process by which it is exchanged and valued by two or more countries." Have the students read Handout 22-1.

2 Announce that you are setting up a foreign currency market in order to play "The Foreign Currency and Exchange Game." As you show the students the dollar replicas, tell them you will sell one mint for one American dollar.

3 Tell the students they will act as citizens of Spain. Distribute four or five Spanish peseta notes to all students. Give them the different amounts in random fashion.

4 Announce that the only way they can buy mints is with one of the American dollars you hold. Also announce that you can sell only five mints during one session of the currency market. Students will therefore be required to trade their pesetas for your dollars before they can buy any of the five candies.

5 Appoint a student to be the banker. You will pay the banker one mint for the work done during each round. Give the banker the rest of the pesetas and five dollars. Set up the bank at the front of the room.

6 Appoint another student to be tally keeper. You will also pay this student one mint per round. Copy the first two columns of the tally table on page 166 on the chalkboard. (In order that students not know in advance how many rounds will be played, do not add the columns for rounds 2 and 3 until you are ready to begin those rounds. Leave room at the top of the table to write in larger amounts of pesetas.) The tally keeper will make a mark in the appropriate space for each price at which you sell an American dollar in each round.

7 **Round 1:** Announce that the bidding for American dollars will begin. The only acceptable payment is Spanish pesetas. To simplify the chart, the minimum price will be 50 pesetas. Let students

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"The Foreign Currency and Exchange Game" is reproduced here with minor editorial changes from *Trees and TVs in the International Marketplace*, by permission, Office of the Superintendent of Public Instruction, State of Washington, Olympia, Washington 98504. The unit was developed by the Washington Council for Economic Education.

bid. Decide at what prices you will sell the dollars. At first, you will get low bids. Accept a few. Then the bids should start to increase. As each bid is accepted, the bidder should go to the bank and exchange the Spanish money for an American dollar. The tally keeper should make a mark on the chart. Continue until the banker announces that you have sold the five American dollars available for this round. Stop the bidding. Allow the owners of American dollars to come to you and exchange the dollars for the candy.

8 **Round 2:** Increase the supply of Spanish pesetas by distributing another four or five peseta notes to each student. Announce the beginning of Round 2. Have available another set of five American dollars and five mints. The banker and the tally keeper will perform the same jobs as in the previous round. Repeat the bidding process. When the five American dollars are sold, stop the bidding and allow the owners of the dollars to get their candy.

9 **Round 3:** Announce that the mint producers' costs have decreased, because (cite one or more of the following causes) productivity in their factories has risen; the cost of raw materials has decreased a great deal; strong competitors have entered the business, whose costs are not as high. Since the costs of making mints has declined a great deal, you will be able to provide two mints for each American dollar. Do not distribute any additional pesetas before this round. Complete Round 3. Have the banker and tally keeper continue their duties. Distribute mints as before.

Tally Table for Procedure 6

Price (in pesetas)	Round 1	Round 2	Round 3
220			
210			
200			
190			
180			
170			
160			
150			
140			
130			
120			
110			
100			
90			
80			
70			
60			
50			

10 Ask the following questions to review the activity:

- How many total pesetas were paid for the five American dollars in Round 1? In Round 2? In Round 3? In other words, what were the prices of five dollars in terms of pesetas?
- How wide were the price variations of pesetas per dollar in each round?
- Did the successive rounds establish a price pattern?
- What determined the exchange rate of pesetas and dollars for each other? (You should steer students toward a supply and demand explanation if it does not occur naturally.)
- How does the pattern of exchange rates illustrate the concept of supply and demand? (The exchange rate for dollars in terms of pesetas rose when the increased supply of pesetas brought a higher peseta price for each dollar demanded.)
- In general how is the foreign exchange value of a currency set in terms of other currencies? (By supply and demand.)
- What happens when there is a decrease in costs and prices that benefit foreign customers? (They will be more willing to buy the producer country's currency since more goods can be bought with a given amount of that currency. This will increase the demand for the producer country's currency and cause the price of that currency to increase.)

EVALUATION Distribute a copy of Handout 22-2 to each student. After the students complete the handout, assess their answers.

ANSWERS FOR HANDOUT 22-2

1 Medium of exchange, store of value, measure of value.

2 Supply and demand.

3 Depreciates. Appreciates.

4 Foreign exchange markets.

5 It would increase.

6 It would decrease.

Activity taken from Teaching Strategies: High School Economics Courses
Joint Council on Economic Education, 1985.

Handout 22-1

FOREIGN CURRENCIES AND FOREIGN EXCHANGE

Name _____ Class _____

Pesetas, liras, pounds, rubles, yen, and kroner. The world of foreign currencies often seems confusing. Not only are many of the names unfamiliar, but we also want to know what each is worth in terms of U.S. dollars.

Because all of these currencies are money, they all serve the same functions. Money is a medium of exchange, a store of value, and a measure of value. As a **medium of exchange,** money can be used to purchase (in exchange for) goods and services. As a **store of value,** money can be saved to use in the future. As a **measure of value,** money allows us to express the price of things. We can say a car costs so many dollars, while an audiocassette costs many fewer dollars.

Now to a basic question: How do we know what a foreign exchange rate is, that is, how much any currency is worth in terms of other currencies. The simple answer is that a currency is worth whatever people are willing to pay for it. This means it is a case of supply and demand. If there is little demand for a country's currency or a great supply available for foreigners to buy, the money will be worth less than if there is a high demand for it or a small supply available for foreigners to buy.

For example, when Americans increase their purchases of imports, more U.S. dollars are sent abroad or are exchanged for foreign currencies in order to pay for the imported goods. As the supply of dollars to foreigners thus increases, the dollar tends to be worth less in terms of other currencies. Under such conditions we say the dollar "depreciates." The same general analysis holds true for the currencies of other nations. (If a currency increases in worth in terms of other currencies, we say it "appreciates.")

Currency values are established and exchanges are carried out in foreign exchange markets. These markets exist at banks, at the offices of foreign exchange dealers, and other places where one country's currency or checks can be exchanged for those of another country. But the greatest amount of foreign exchange activity takes place by telephone, telex, or other rapid means of communication used by commercial banks, businesses, and others who deal in large amounts of foreign exchange.

Foreign exchange values can change every day—most days by very little, some days by enough to make a difference for the people or businesses that are "converting" (i.e., exchanging) one currency into another. In the longer run, changes of major magnitude can occur. In the early 1980s, the worth of foreign currencies, in general, *fell* a great deal against the U.S. dollar. Looking at the situation the other way, the dollar *rose* a great deal against foreign currencies. For example, in 1979 the worth of the Swiss franc in terms of the dollar averaged 60 U.S. cents, and the worth of the West German mark averaged 55 U.S. cents. In mid-February, 1985, the Swiss franc had fallen to about 36 U.S. cents and the West German mark to about 31 U.S. cents. In about five years or so, from the Swiss and German points of view, the franc had depreciated (declined) by 40 percent in terms of dollars, and marks had depreciated by 44 percent in terms of dollars. From the U.S. point of view, the dollar had appreciated (risen) by 66 percent and 80 percent, respectively.

From *Master Curriculum Guide in Economics: Teaching Strategies for High School Economics Courses.* 1985. Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.

Handout 22-2

FOREIGN EXCHANGE WORKSHEET

Name _____ Class _____

1 The three functions of money are to serve as:

_____

_____

_____

2 The value of any currency is determined by the _____ of it and the _____ for it.

3 When a currency decreases in value, we say it _____.
When a currency increases in value, we say it _____.

4 What do we call the places or means of communications by which the value of one country's currency is established in terms of other currencies, and the currencies are traded? _____

_____

_____

5 Assume the United States produces new products that citizens of other countries buy in large quantities. All other things being equal, what will happen to the value of the American dollar in terms of foreign currencies? _____

_____

_____

_____

6 Assume a large increase in the number of U.S. citizens who travel to foreign countries. All other things being equal, what will happen to the value of the American dollar in terms of foreign currencies? _____

_____

_____

_____

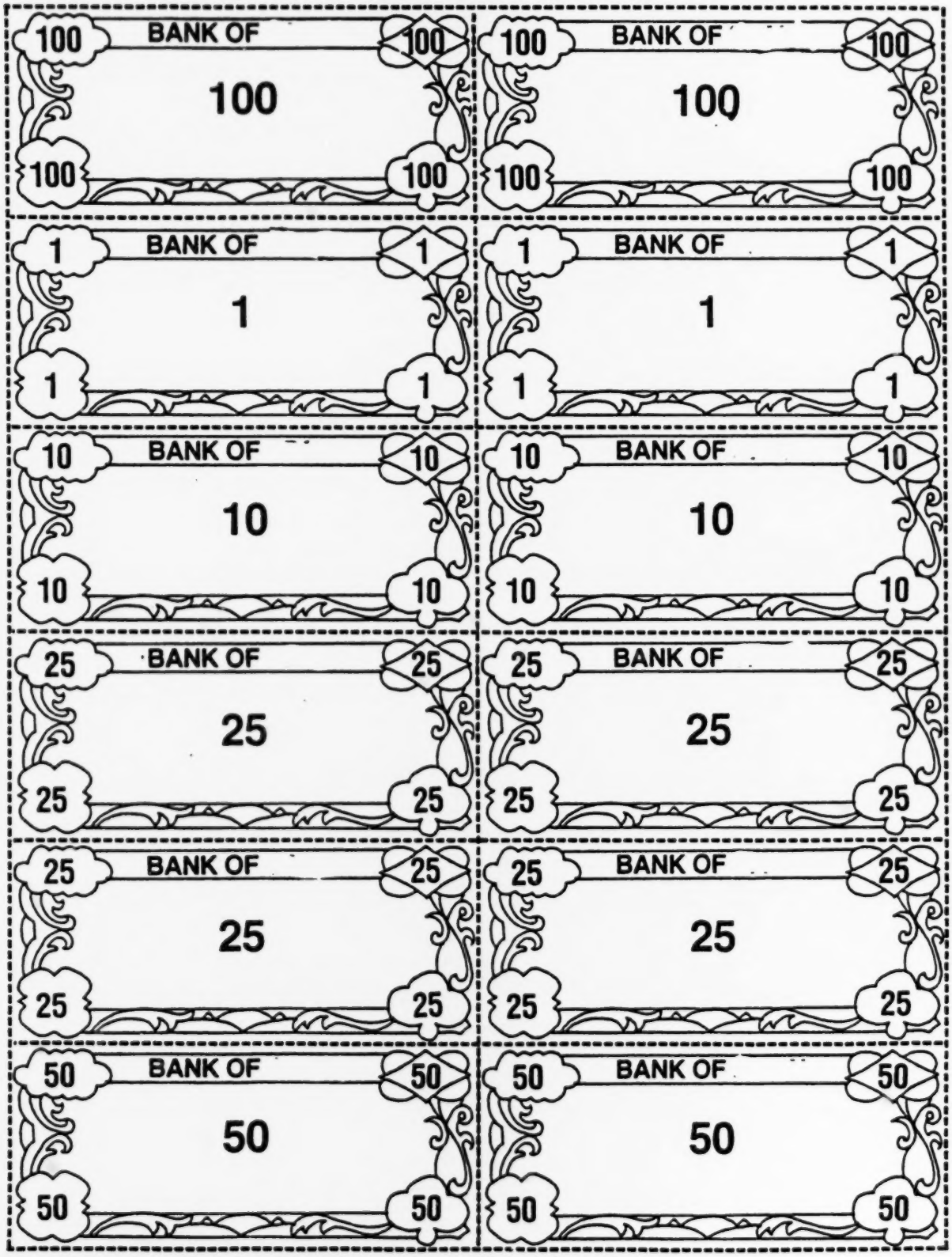
From *Master Curriculum Guide in Economics: Teaching Strategies for High School Economics Courses*. 1985. Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.

High School

Teacher should fill-in name of country and currency

Handout 22-3

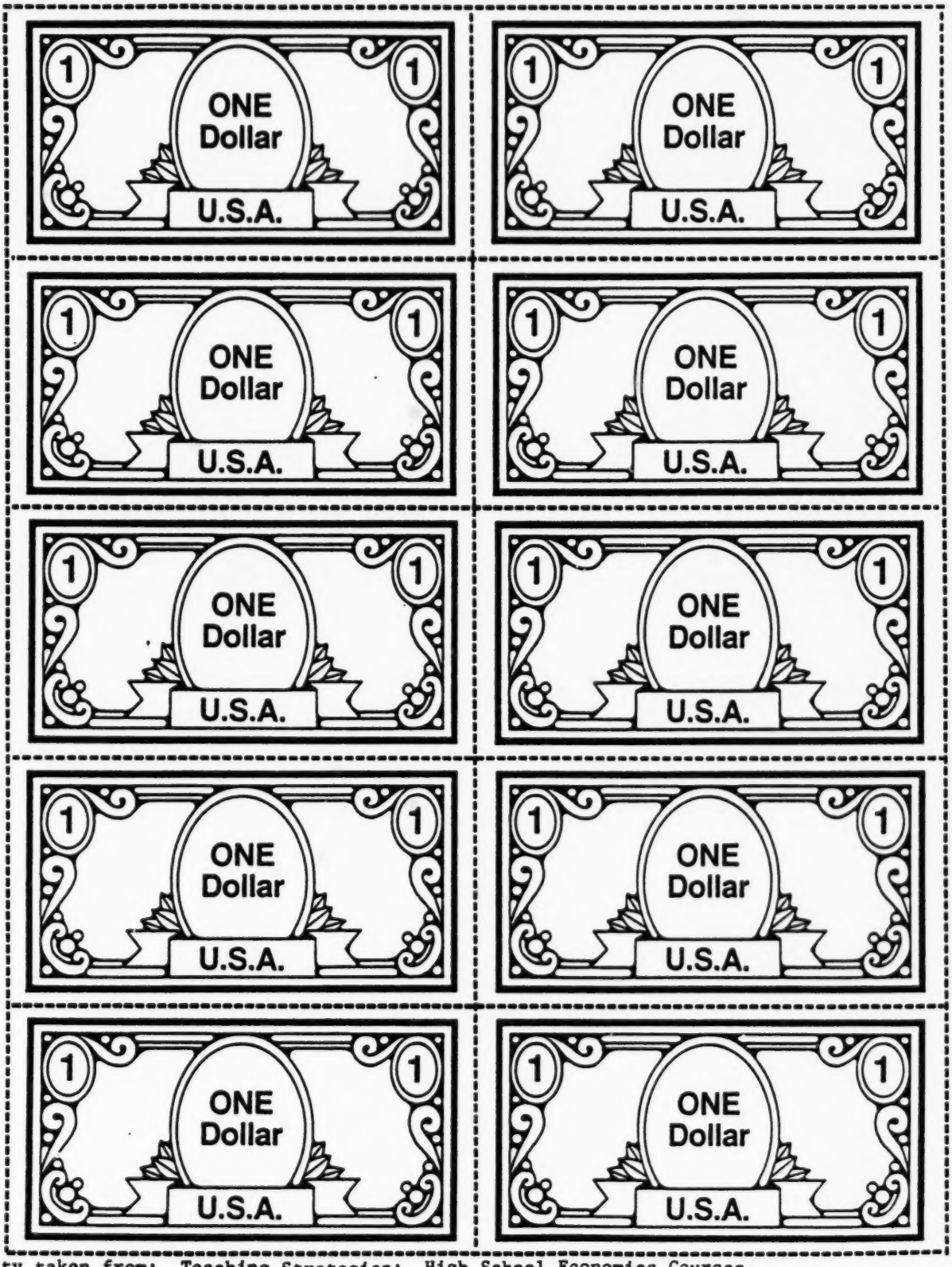
Money Sheets (approximately one per student)



Activity taken from Teaching Strategies: High School Economics Courses. Joint Council on Economic Education, 1985.

Handout 22-4

You will need 25 American dollars



Activity taken from: Teaching Strategies: High School Economics Courses.
Joint Council on Economic Education, 1985.

HIGH SCHOOL: SOURCE UNKNOWN

A CHOCOLATE BAR

A. Introduction: This lesson will broaden students' understanding of how they are linked to others by challenging them to think of systems on a global scale. Using the familiar item, a chocolate candy bar, the teacher will have students focus on the linkages needed to produce the product.

B. Skills: Critical thinking-analyzing
Map reading

C. Concept: Interdependence

D. Objectives: Student will -

1. describe how a candy bar illustrates the working of global economic systems.
2. locate place names on a world map or globe.
3. analyze what happens when one part of a system breaks down.

E. Source of this activity: Adapted from Myself and Others, by Alexis Aquino-Mackles, David C. King, and Margaret S. Branson, (New York: Global Perspectives in Education, 1979) p. 70.

F. Materials: A bar of chocolate, world map or globe.

G. Procedure:

1. The teacher will hold up a chocolate bar and ask students to imagine the following story: Suppose we think of a small town where most of the people earn their living by working in a candy factory (Hershey, PA is an obvious example). Here, the teacher will interrupt the story to appoint a group to represent the workers in the candy making town. The teacher continues by asking what ingredients make up the candy bar. Besides, sugar, milk, nuts, cacao-corn syrup and coconut could be mentioned.

   For each of these items, have a student identify on the map or globe where it comes from. Cacao from Ghana, sugar from a Caribbean nation, coconut from the South Pacific, milk from Pennsylvania, corn syrup from Iowa, nuts from Brazil. As each ingredient is listed the teacher will appoint a group of students to role play people from that particular geographical area. The candy bar will need a paper wrapper, so a group should be selected to represent a lumber company in the Pacific Northwest.

After ensuring that children are aware of the wide geographical distribution of each item, ask the students how their groups might be affected by each of the following events:

- A drought in the Midwest damages the corn crop, making corn syrup hard to get.
- A tropical storm destroys the coconut plantations which supplied the candy factory.
- A war occurs in Ghana.
- A revolution cuts off an important supply of sugar.
- A volcano erupts, destroying much of the lumber company's forests.
- A nuclear accident in central Pennsylvania makes people way of milk products in that region.
- The workers in the candy factory go on strike.

Finally, it is important that children not be overwhelmed by the severity of these occurrences. Help them to see that none of the events will necessarily wipe out the candy bar factory. But these events would make things difficult for everybody involved. This suggests the concept of interdependence: that even with a simple thing like a candy bar, we are mutually dependent on people spread the world over and on events that we might not even be aware of.

TITLE:	"How to Get Along in Japanese Society"
SUBMITTED BY:	Deborah Felnagle
GRADE/SUBJECT:	High School
RATIONALE:	The purpose of this activity is to simulate the decision-making process based on cultural mores and traditional values in Japan society.
CONCEPTS:	Wants, needs, opportunity cost, productivity, producer.
TIME:	40 minutes.
MATERIALS NEEDED:	Handouts from How to Get Along in Japanese Society. Professor Judith Berling (Distributed by the Midwest Program for Teaching About Japan, Indiana University, 204 Memorial Hall, Bloomington, Indiana 47405).

PROCEDURE:

1) Distribute handout "Rules for Getting Along in Japanese Society."

2) Have students compare and contrast these values and ethics with those in American Society by classroom discussion.

3) Distribute handout "Interpersonal Relations - Situations."

4) Have students predict solutions and validate decisions by using appropriate rules from Japanese society.

STUDENT MATERIAL

RULES FOR GETTING ALONG IN JAPANESE SOCIETY

1. You are a team member. When the team wins, you win. when the team loses, you lose. (You are members of several teams--family, village, place of work, country.)

2. Team members must obey the rules of the team, or they will be "benched." Their teammates expect them to "play fair," or they will not associate with them.

3. Team members are expected faithfully to play their role and perform their function for the team.

4. You cannot switch teams; you belong to a team for life.

5. If one team member makes a mistake or gets into trouble, it ruins the reputation of the entire team. It is not simply his/her mistake. Thus team members will work together to try to avoid all mistakes.

6. The team leader is responsible for the whole team; he assumes public responsibility for their errors. They, in turn, are personally responsible to him. Since no one is expected to change teams, the team leader cannot simply "get rid of" a bad player; he must work very hard to build a first-rate team with the players he has.

7. First, second, and third string are determined by age (seniority). People of the same age are on the same string, and they "move up" together. This promotes internal cooperation and teamwork, rather than jealousy and competition to "get ahead."

8. The best rewards in life are for good team work. Individual success may be nice, but it is not shared and does not increase one's sense of belonging to the team. Individual success is permitted so long as it does not threaten one's commitment to the team and one's solidarity with team members.

9. A team is defined not only by its present members; it has a tradition. It includes all players of the past, and potential players of the future. The short-term success of the moment is never allowed to endanger the built-up reputation of the team, or its possibilities for future success. Thus the team not only wants to win this game and this pennant, but--most importantly--to prepare for the best possible record over the long term.

10. Team spirit requires the good will and total commitment to the team of all its members. They cannot make a show of team spirit while secretly thinking only of themselves.

SITUATIONS

1. Yoshi is the son of a wealthy family that owns a lumber company. He is the only child of his parents. His wife, whom he loved dearly, died in childbirth just a year ago. He has no desire to remarry; he loved his wife too much, and it would seem an insult to her memory. However, his parents want him to marry again, because they want a grandchild to inherit the lumber company. Actually, Yoshi does not like the lumber business. If he had his way, he would move to Tokyo and become a car dealer.

   What should Yoshi do? Support your decision with the rules you have.

2. Mr. Hirai is chief of the design department in a large company that manufactures ready-to-wear clothing. He takes a deep interest in all his employees and feels a responsibility for their personal contentment as well as for the smooth functioning of his department. The group of five men and three women who entered the department together three years ago have finished their period of internship and time has come for one of them to be promoted to subsection chief over the others. In informal discussions among supervisors one young woman, Midori, has been noted as having unusual talent in design. Not only does she have excellent design skills but it has become clear that she is able to anticipate fashion trends. Midori's fashion sense might be very profitable for the company.

   Will Mr. Hirai support a proposal for Midori's promotion?

3. Takashi is finishing his last year in trade school, where he is learning to be a machine tool operator. He has received offers from two small companies for jobs following graduation but he is not sure which to choose. Hirano Tool and Die pays better. Mr. Hirano expects a good days work for his money, but he does not press employees for extra services. Mr. Hirano certainly does not try to interfere in people's personal lives. When the work day is over, everyone is free to lead his own life. At Yamamoto Machine Tool, on the other hand, the wages are not as good, but there are a number of special benefits like an annual company outing and a company baseball team. Mr. Yamamoto frequently takes workers out for dinner and drinks, although it is very difficult not to go even if you would rather not. While Mr. Yamamoto frequently asks employees to work late or give up vacation days, even when there are rules against it, he is equally likely to bend rules to help a worker who has personal problems.

   Which company will Takashi join?

4. The seventh-grade teacher, Sato Sensei, used some extremely offensive language in the classroom. The shocked students told their parents, who have come to complain to the principal, Mr. Tanabe.

   What would Mr. Tanabe do?

5. Mr. Akiyama, founder of a number of successful restaurants, has no sons to inherit his empire, only three daughters.

   How would he go about ensuring an heir?

TITLE:	"Quality Circles as a Problem-Solving Tool"
SUBMITTED BY:	Shirley Anderson
GRADE/SUBJECT:	High School
RATIONALE:	The purpose of this activity is to demonstrate the Japanese industry's use of the Quality Circle process as a key component in increasing employee productivity. The Quality Circle is a participative management tool designed to systematically harness the brain power of employees to solve an organization's problems of productivity and quality.
CONCEPTS:	Productivity, producers, specialization, division of labor.
TIME:	Three Hours.
MATERIALS NEEDED:	Historic Perspective handout, rules for brainstorming handout, a blank fishbone chart, flip chart or chalkboard, markers or chalk, paper, and pencils.

PROCEDURE:

Lead students through a simplified Quality Circle process in order for them to understand the effectiveness of the process.

1) <u>Structured Brainstorming</u>

   a. Students brainstorm and select a problem (See Rules for Brainstorming).
   b. Other Quality Circle members ask for clarification about any idea brainstormed.
   c. Discuss pros and cons of ideas.
   d. Vote on problem to be solved. Example of problem for a home ec. class - Excessive number of burnt products.

2) <u>Analysis - Cause of Problem</u>

   Circle members brainstorm again for areas that may be causing the problem (See Fishbone Chart). Example - They may conclude that faulty heat dials <u>might</u> be a major cause of the problem.

3) Solution Selection

Circle members brainstorm to select a solution. Example - Member may use checksheets to chart how many burnt and how many unburnt loaves come from each stove in the department, how many times students are setting dials incorrectly or not following recipe instructions, etc.

4) Recommendation to Management

Circle members outline a proposed solution with a measurable objective, key steps for achieving that objective, blocking and helping forces, time lines, responsibilities, and means to evaluate the results.

An Historic Perspective

Quality Circles began in Japan. For many years following World War II, the Japanese were the leading producers of junk merchandise. Douglas MacArthur, commander of the post war occupation forces, recognized that Japan might easily unleash its armed forces in the future if it had no new means to secure economic stability. Because Japan's chief natural resource is its people, the manufacturing industry was the most likely avenue for success on the small islands. However, without the abundance of natural resources thru farming or mining necessary to sustain an international market, Japanese manufacturing was limited to low-quality products.

MacArthur saw the trade limits imposed by low quality merchandise. If Japan were to become an economically self-sustaining nation, it would need methods to improve the design and quality of its products. To solve this problem, MacArthur turned to an American efficiency expert, Dr. Edward Deming. Deming, however, proved to be more than an efficiency expert. Not only did he introduce statistical quality control to the Japanese, he demonstrated how quality control, motivation and productivity could be intertwined into the "science of quality." Within 15 years, Deming's instruction turned Japanese industry from "junkmanship" to world leadership in quality products.

Inspired by Deming, the Japanese Union of Scientists and Engineers pushed the development of a quality ethos in Japanese industry. Productivity and quality products in the world market became national goals. (For those who argue that Quality Circles can't work in the American scene, because "Circles are part of the Japanese culture," there is the historic reminder that prior to Deming; Circles, quality control and productivity were as unheard of in Japan as those same concepts were in America five years ago.)

Year by year, JUSE worked to achieve its goals. Another American expert, Joseph Juran, built on Deming's ideas with his advice on the management of quality control. Rejected in America as an eccentric, Juran found willing listeners among the Japanese who understood the principle that quality goods would bring economic success more readily than overpriced junk that was designed to fall apart in a few years. (Ironically, the American auto industry, which most vehemently rejected this idea in the 50's, was the first to suffer in the 70's the disasterous economics losses brought about by the American consumer's rejection of "planned obsolescence."

It was not until 1961, however, that the evolution of quality production methods reached out of the executive management suite into the work place. In 1961, Quality Control magazine sponsored a symposium to discuss advanced techniques for quality control. In order to carry Deming's and Juran's productivity ideas to their logical extreme, the magazine editors proposed a radical experiement: take the control of quality out of central management's hands. First, remove the efficiency expert from the factory floor. Secondly, use the efficiency expert as a consultant to shop foreman. Third, train the shop forema to use the basic tools of statistical analysis in solving on-the-job quality problems. Fourth, train the shop foreman to work in a cooperative task group with line workers to control the quality in their part of the manufacturing process. Fifth, emphasize control of the production process as the product is being made, not after the fact, by elminating defective products.

In the first year, 1962, there were three Circles in Japan. By 1973 when the first American observers from Lockheed and Honeywell visited Japan, more than a million Circles were operating. A year later, Lockheed started its first Circle

The number of companies which use Circles grew steadily in the United States from 1973. Today, it is estimated that more than 200 of the Fortune 500 uses

Circles. Banks, hospitals and government agencies are also using Circles.

In 1982, the Illinois Center for Educational Improvement, an intermediate service center for 250 school districts in metropolitan Chicago, studied the applicability of Quality Circles to school districts. After completing extensive research, seven staff members were trained in the industrial model for Quality Circles by the Quality Circle Institute. Following additional study, a pilot program for school personnel was designed. Seven districts from New York, New Jersey and Illinois participated. Since then, more than 70 districts, 2 state education agencies, and a dozen intermediate service agencies have participated in the Quality Circle training for educators.

Adapted from the following: "Quality Circles in Education - Decisions for Excellence." An Awareness Program for educators, Illinois Renewal Institute, Inc., 1985.

RULES FOR BRAINSTORMING

1. Anyone can contribute, but only one person talks at a times.

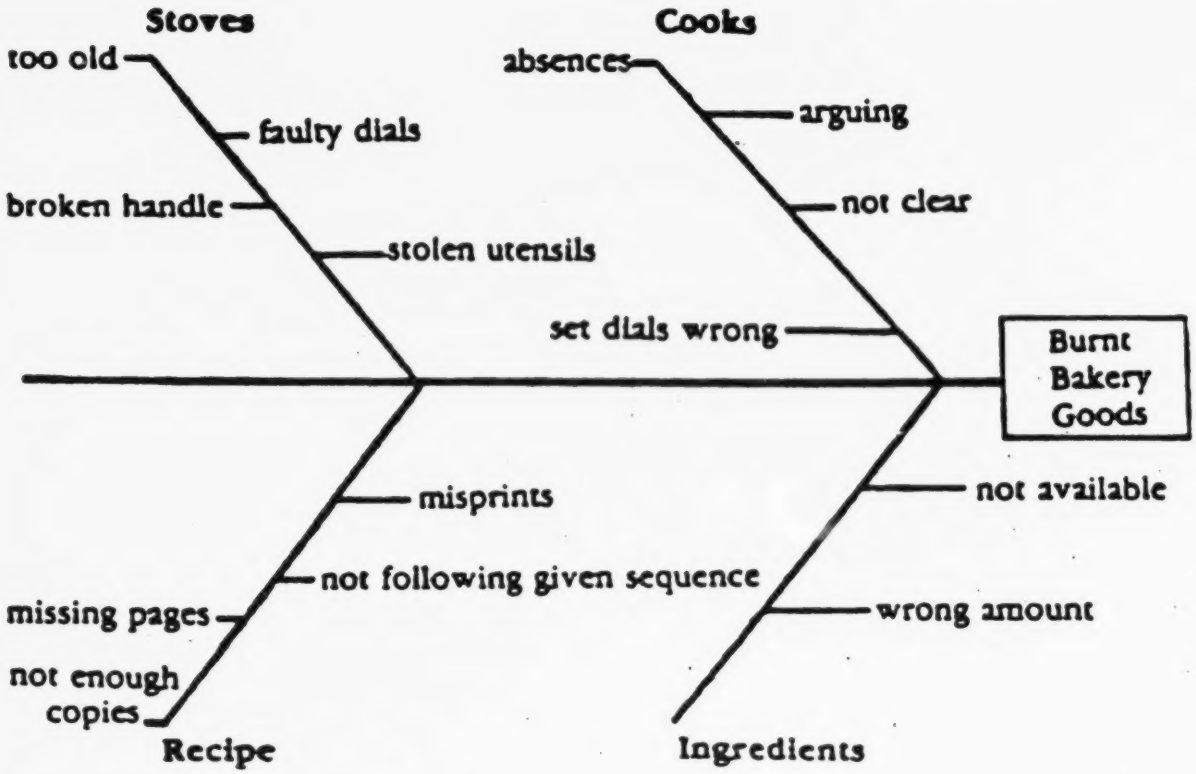
2. Give the group leader time enough to write down one idea before you offer another.

3. It is strictly against the rules to criticize or otherwise discuss an idea. Discussion comes later after all the ideas are out.

4. Remember that what is desired is quantity of ideas, not quality. Offer your idea even if you don't think it is a very good one. Your "wild" idea may trigger a not-so-wild idea from someone else. Any idea is of value.

5. Hitch-hike or combine ideas. Not only should you come up with ideas-you should also be alert to adding to or improving on another person's idea.

Fishbone Chart for Burnt Bakery Goods



TITLE: "Technology: US/Japan" Bulletin Board

SUBMITTED BY: Suzanne Gaslin

GRADE/SUBJECT: All

RATIONALE: The purpose of this activity is to investigate the availability and quality of Japanese goods and services in Kentucky and their American-made counterparts.

CONCEPTS: Advertise, consumer, marketplace, goods, service, interdependence, imports, exports, trade.

TIME: On-going.

MATERIALS NEEDED: Magazine or newspaper illustrations, construction paper, scissors.

PROCEDURE:

1) Have students collect and display advertisements for Japanese exports in Kentucky (i.e. cars, trucks, steel, televisions, pianos, watches, motorcycles, cameras, textiles.)

2) Have students collect and display advertisements for Kentucky exports in Japan.

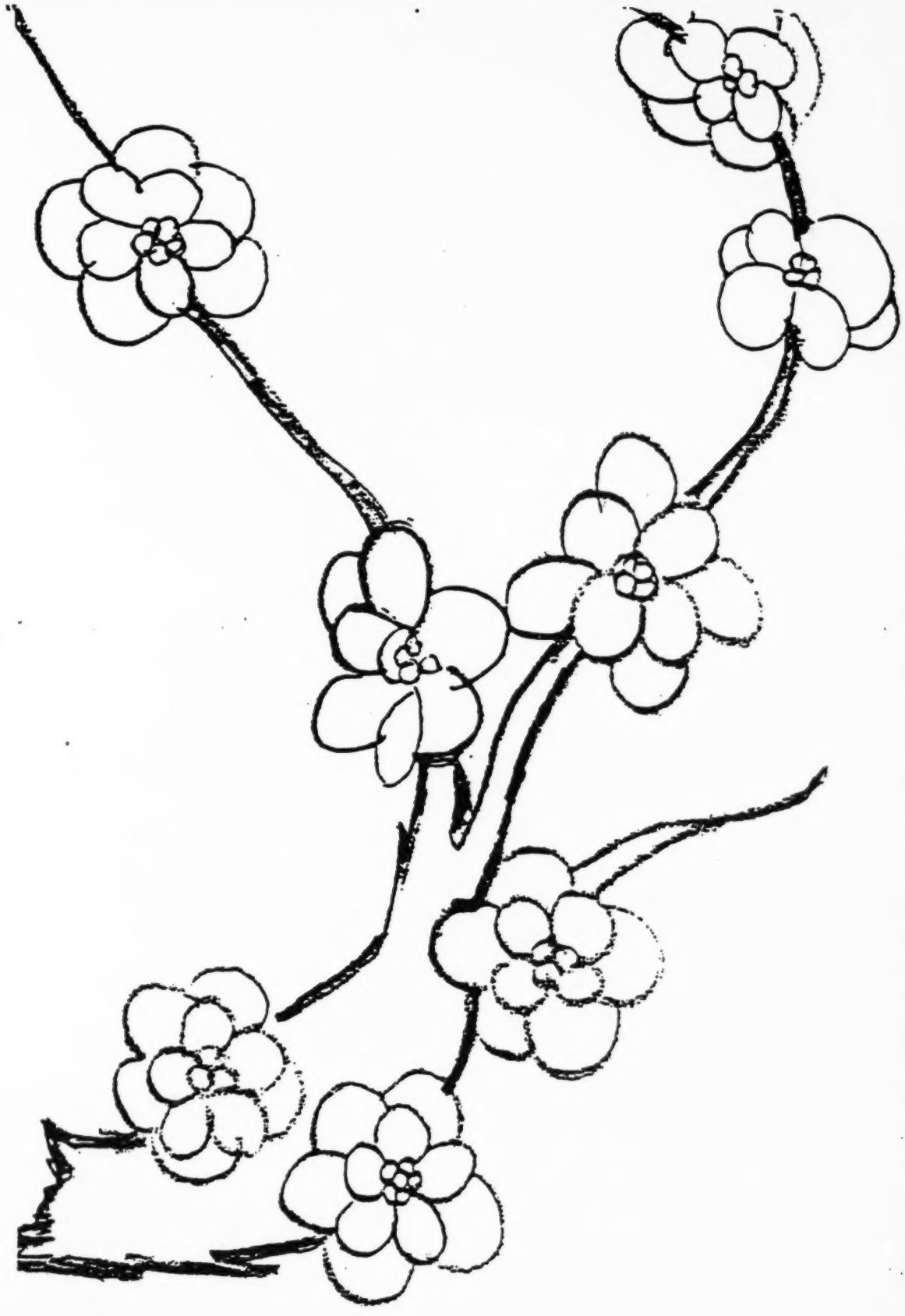
3) Ask students, "Do goods from Japan have certain characteristics which appeal to the consumer?"

4) Ask students, "What descriptive words are used in advertisements for Japanese products?"

5) Have students survey number of advertised products from Japan in their homes as compared to American-made goods.

6) Graph results of survey and include on bulletin board.

SIMULATIONS & GAMES



TITLE:	"Move Over - I Don't Have Enough Space" Adapted from "Space Problem Simulation Game" American Interdependence Institute, Phase I.
SUBMITTED BY:	Deborah Felnagle
GRADE/SUBJECT:	Adaptable - Suggested use as a motivational or introductory lesson.
RATIONALE:	The purpose of this activity is to provide students with an opportunity to experience the consequences of trying to deal with a scarcity of space through a simulation.
CONCEPTS:	Scarcity, needs, import, export.
TIME:	40 minutes.
MATERIALS NEEDED:	Blackboard, chairs, world map.

PROCEDURE:

1) Place 3 chairs in front of the class and say, "These 3 chairs will represent the state of California. I need 3 students to represent the people of the state of California. Each student will stand for approximately 10 million people. See how comfortably they fit on the chairs?"

2) Point to the world map, show Japan and say, "We are going to be studying about Japan. You can see that Japan is nearly the size of California. Let's have these same 3 chairs represent the nation of Japan. But if each of our people represents 10 million Japanese, then we will need some more people.

3) Invite one-by-one, nine more students to come up and share the same 3 chairs. (This can become very funny as students try to fit themselves into this scarce space!)

4) When a total of 12 students has been crammed into the space as closely as possible, say, "There! We have enough students to represent the total population of Japan. How many people must live in Japan?" (Answer will be approximately 12 million).

5) Say, "Wait! I forgot! About one-third of Japan's land is not very good for people to live on, I'll have to take this chair away because it represents the one-third that is unliveable!" (Students will be groaning, moaning, and protesting).

6) End the game by saying, "Please return to your seats. Can you decide from this game what major problem the Japanese have to deal with in their own country?" (The answer will be "overcrowding", "too many people," "too little space").

7) Elicit class discussion of any or all facts students can add about Japan.

8) Ask, "Do you have anything in your home that has come from Japan? What do we call something we have bought which was manufactured in another country." - import "What do we call something we might sell to another country?" - export.

9) Assign students the task to bring in a list of all the things they can find at home which has been imported from Japan.

10) Have students show their individual lists and compile a combined list for reference in future activities.

TITLE:	"Let's Make A Deal"
SUBMITTED BY:	Diane Reed
GRADE/SUBJECT:	Adaptable
RATIONALE:	The purpose of the following activity is to provide students with an opportunity to participate in a card game which will lead to an understanding of interdependence.
CONCEPTS:	Barter, interdependence.
TIME:	30 to 40 minutes.
MATERIALS NEEDED:	56- 5" x 7" note cards. Each card contains a resource: 8-land, 6-water, 5-coal, 3-iron ore, 5-lumber, 2-fruits, 2-vegetable, 4-livestock, 3-natural gas, 4-minerals, 6-industry, 8-money ($1,000,000).

PROCEDURE:

1) Divide the class into four teams.

2) Give each team the name of a country.

3) Have students shuffle and deal all the cards.

4) Instruct each group to examine their resources, determine their surplus, and list their needs. (Have possible resources listed on the board as a check.)

5) Give the groups 5 minutes to barter for their needed resources.

6) Call time and discuss the results of trading.

7) Discuss the advantages of each resource.

8) Declare the team with the most varied resources as the winner.

A variation of the game can be played as an auction. Each team auctions off its resources for money or surplus resource.

TITLE: "Go-Narabe"

SUBMITTED BY: Rosalie Calloway

GRADE/SUBJECT: Adaptable

RATIONALE: The purpose of this activity is to learn a form of the traditional game "Go" which was imported into Japan from China over 4,000 years ago.

CONCEPTS:

TIME: Approximately 15 minutes per game.

MATERIALS NEEDED: Graph paper, pencil.

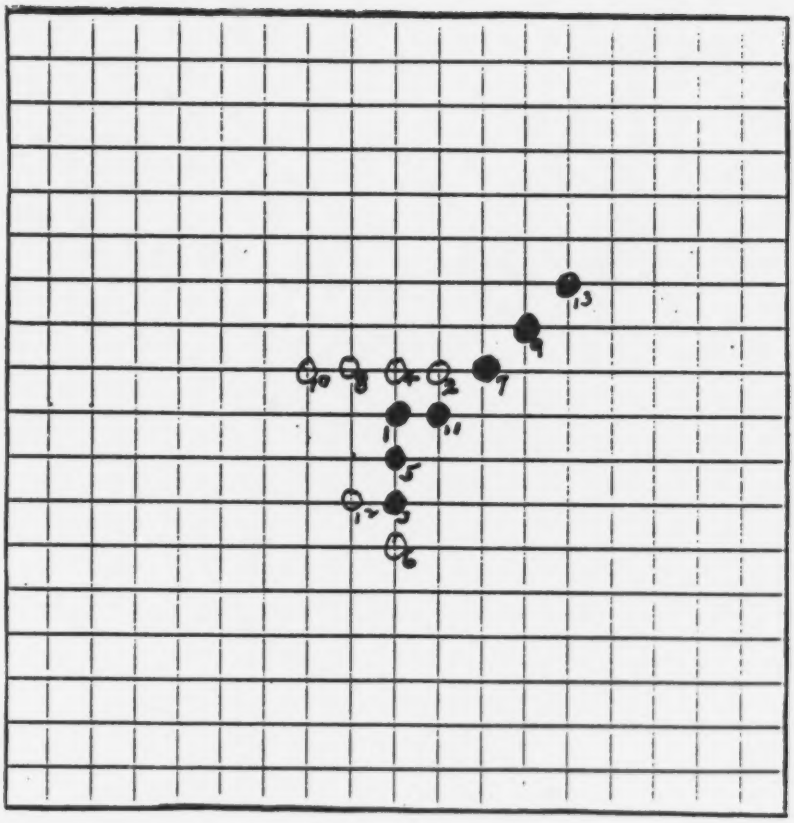
PROCEDURE:

1) Demonstrate the rules and objectives of the game on an overhead or chalkboard.
   a. Two players designated by symbol i.e. (●,O) (see sample-moves numbered for explanation only).
   b. Black (●) always starts.
   c. Object is to position five symbols in a row vertically, horizontally, or diagonally.
   d. Players use defensive blocking strategies while moving offensively.
   e. Moves must be marked at intersection of two lines.
   f. Loser of a round, must play black (●) and start new round.

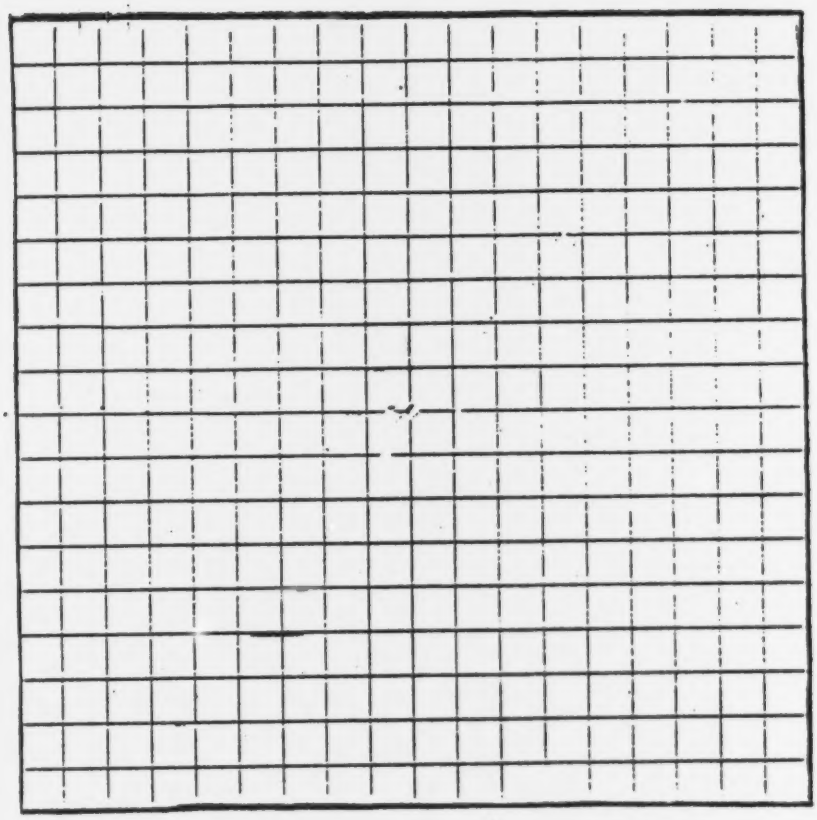
2) Pair off students and allow time to play the game.

3) Have students switch partners, continue.

NOTE: An American version of this board game called "Pente" may be purchased locally.



白 ○	STUDENT 2
黒 ●	STUDENT 1



白 ○
黒 ●

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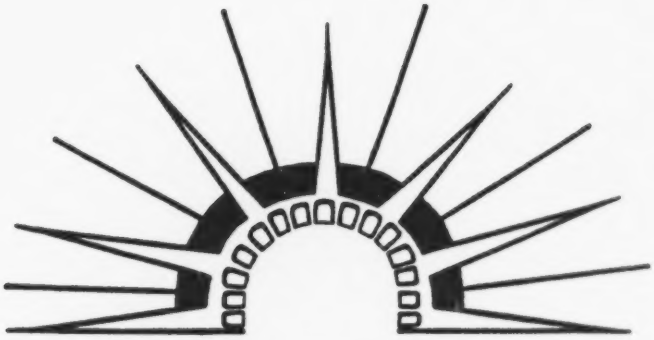

Simulation United States-Japan Trade Policy

Printed with Chapter II, federal funds
Office of Instruction
Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction

PRE/POST TEST; TRADE POLICY SIMULATION

(Please circle the response most appropriate to your opinion.)

STRONGLY AGREE	1
AGREE	2
DISAGREE	3
STRONGLY DISAGREE	4
DONT KNOW	5

1.	The magnitude of the United States trade deficit is primarily the result of an imbalance of trade with Japan.	1	2	3	4	5
2.	The vast majority of Americans are agreed that the best way to reduce our trade deficit is to impose trade restrictions on Japanese imports to the United States.	1	2	3	4	5
3.	Unlike the Americans, the Japanese are unanamous in their policy positions on international trade.	1	2	3	4	5
4.	A stronger Japanese currency (the Yen) viz-a-viz the United States dollar would have a negative effect on the purchase of Japanese products in the United States.	1	2	3	4	5
5.	If the U.S. imposed trade restrictions to the degree that almost all foreign products would be inhibited from coming into the United States, and other nations retiliated to keep out American products, there would be a net loss of jobs in the United States (American jobs involved in the export of U.S. products vs. American jobs which exist because of the import of products to the U.S.).	1	2	3	4	5
6.	In developing a trade policy with Japan, it would be important to include ideological and military considerations in the development of that policy.	1	2	3	4	5
7.	If we stopped trading with other countries, we would be better off.	1	2	3	4	5

8.	A major part of our deficit in our balance of payments has been financed by foreign investments in the United States.	1	2	3	4	5
9.	Americans should "buy American because it keeps our money at home."	1	2	3	4	5
10.	Restricting tade will diversify a nation's economy.	1	2	3	4	5
11.	If we buy cars from Detroit rather than from Japan, employment will rise in Detroit rather than Japan.	1	2	3	4	5
12.	There is rationale for nations to protect infant industries in order to diversify their economies, thereby reducing economic risks, but frequently "promising infants" become "old-age pensions."	1	2	3	4	5
13.	The United States is a high labor cost nation, therefore, it cannot compete with cheap foreign labor and our products must cost more to produce.	1	2	3	4	5
14.	A typical tariff does not end the import of a a product, but will only reduce it.	1	2	3	4	5

SIMULATION: U.S.-JAPAN TRADE POLICY

Developed for the
American Interdependence Institute

Louisville, KY
August 12, 1986
Anthony F. Suglia

BACKGROUND:

In this simulation, students will assume the role of consumers, manufacturers in both high-tech and heavy industries, farmers, job holders, representatives of organized labor, and military leadership in the United States. Each sector has vested interests on trade issues.

Japan and the United States produce one-third of the world's Gross National Product. Japan is the United State's best oversees customer, ranking only second to Canada in our exports. And by far, the United States is Japan's best customer. But over the past decade, an increasing trade imbalance has developed between the two nations as Japanese imports to the United States have far exceeded our exports to Japan. Our total trade deficit in 1985 amounted to approximately $150 billion with Japanese imports to the U.S. totaling about 1/3 of this amount.

Economic friction is bound to occur because of economic dislocations which are blamed on the trade deficit. Factories have closed, workers have been laid off, and in some industries, American companies have lost market share. Much of this is blamed on the magnitude of Japanese products in the American marketplace. Japanese imports have become a major issue in the United States as almost 200 bills have been proposed in the U.S. Congress to alleviate the issue.

Certain regions and industries in the U.S. are impacted by the imports from Japan, especially in the iron and steel industry in the East and midwest, the auto industry in the Great Lakes region, and from the older smokestack industries of Ohio, New York, and Pennsylvania. People involved in these industries are likely to be in favor of trade restrictions.

On the other hand, people from the West and South, areas which export large amounts of products to Japan such as tobacco, oranges, and grapefruit, from the South, California, and Colorado; aircraft and nuclear energy production equipment manufacturers in Washington and Texas, and coal operators in Utah, Colorado, and Wyoming, are more apt to complain about the closed nature of the Japanese markets or to demand that Japan buy more of their products.

Americans, in summary, have diverse opinions on whether the U.S. should concentrate on competing with Japan in the Japanese market or should invoke protectionist measures in an effort to keep out or limit Japanese products exported to the U.S.

On trade issues, Americans can roughly be divided into two groups: the advocates of protectionism and the proponents of free trade. The protectionists accuse Japan of unfairness and recommend that restrictions be

placed on Japanese imports. The proponents of free trade, on the other hand, urge Japan to open its markets more, with reference to economic arguments for free trade and the need to diffuse protectionist sentiments in the United States. It is important to note that although the two groups differ in their beliefs, both take a hard stance in their trade positions with Japan.

CONTENT FOCUS:

Although the Theory of Comparative Advantage holds that countries should specialize in the things they can produce more efficiently and trade to get the things they could produce less efficiently, nations, throughout history, have established a variety of trade restrictions and restraints. Among the barriers to trade that have been used include protective tariffs, import quotas, embargoes, and subsidies.

When nations (and individuals) specialize, they become interdependent. That is, they must depend upon other nations to provide those goods and services that they cannot produce efficiently because of lack of resources. When nations specialize and trade, total production and resulting standards of living should improve.

Because of trade, however, economic dislocations may occur. Less efficient producers in one nation may not be able to compete against its more efficient counterparts in respect to price or quality. For example, manufacturers of a product in one nation may be forced to close because of imports from another nation, and workers may lose their jobs.

The simulation is designed to develop an understanding that economic issues and problems are complex. Policy positions represent vested interest groups, and in the development of policy, trade-offs among goals and among the expectations of the interest groups must be considered. Simple answers do not effectively resolve tough questions!

GENERALIZATIONS:

Resource availability varies among nations.

As an economy does not have the resources to satisfy all of its wants and needs, it will seek trading relationships with other nations to increase the number of products and services available for its people.

The Theory of Comparative Advantage leads to specialization and interdependence.

Because trade necessitates dependence upon other nations, restrictions and restraints to trade have been developed among nations.

Development of a trade policy requires compromise and trade-offs; various individuals have vested interests in various policies and positions on trade

CONCEPTS:

Comparative Advantage

Specialization and Interdependence

Trade Deficit

Tariffs

Import Quotas

Embargoes

Subsidies

SKILLS EMPHASIZED IN THE SIMULATION:

Working within and among groups; establishing consensus through an understanding of trade-offs; problem solving, and role playing.

OBJECTIVES:

Given the simulation, the participant will understand that the challenge of establishing an effective policy on trade designed to accomplish the stated objectives of various interest groups is extremely difficult and complex. That "quick fix, simple answers do not solve complex questions."

INSTRUCTIONS:

A. Participants will be divided into the following groups:

1. U.S. Consumers - Households in the market place for goods and services.
2. U.S. Manufacturers in Heavy Industries - Automobiles, Steel, heavy equipment, etc.
3. U.S. Manufacturers in Light and High Tech Industries
4. Organized Labor in the U.S.
5. Tobacco and Citrus crop farmers in the U.S.
6. Grain and Rice farmers in the U.S.
7. Coal Operators in the Rocky Mountain States
8. Workers in U.S. service industries
9. Workers in U.S. "Smokestack Industries."

10. Joint Chiefs of Staff/United States Military

B. Each interest group is to

(1) select a spokesperson;
(2) read over the two Handouts 12-1 and 12-2;
(3) develop a position on a trade policy with Japan, by

a. indicating the principal objective of the interest group; for example, Consumers want the best products at the lowest possible prices.

b. Taking a position on whether the U.S. should give highest priority to persuading Japan to take steps to further open itself to trade with the U.S.;

or: give highest priority to having the U.S. Congress to take steps to restrict trade from Japan to the U.S.

c. Indicate what the benefits and costs (who would be helped,; who would be hurt by your group's policy position.

d. Report your recommendations to the group.

C. Select a Trade Negotiations Team (TNT)

The TNT is a special advisory group which will offer its recommendations on a trade policy with Japan to the Congress of the U.S. After it hears the reports of all of the representatives of each of the interest groups, it is to come up with a policy which it will report to the entire group.

WORKSHEET

INTEREST GROUP: _____

1. **WHAT IS YOUR GROUP'S BASIC OBJECTIVE AS IT RELATES TO A TRADE POLICY?**

2. **DO YOUR POLICY RECOMMENDATIONS FAVOR PROTECTIONISM OR DO THEY FAVOR MORE OPEN, FREE TRADE, ESPECIALLY IN THE JAPANESE MARKETPLACE?**

3. **WHAT ARE YOUR TRADE POLICY RECOMMENDATIONS?**

4. **IF YOUR TRADE POLICY IS ACCEPTED, WHO WILL BENEFIT AND WHO WILL BE NEGATIVELY AFFECTED?**

HANDOUT 12-1 - THE JAPANESE POSITION

1. Japanese products sell in the U.S. market because the American consumer wants high quality goods at reasonable prices. The availability of Japanese products adds to the competitiveness in the U.S. market as prices are stabilized and product quality is improved. Consumer welfare is enhanced.

2. The real reason behind the huge U.S. trade deficit is the strong dollar. The overpriced American dollar is in large part responsible for the fact that American products are not price competitive in overseas markets. Many American companies are moving production offshore in order to cut costs of producing their products.

3. Americans tend to forget the real benefit that the U.S. derives from trade with Japan. The high-tech revolution would not have happened so rapidly without the sharp decline in the prices of silicon chips produced by Japanese electronics producers as a result of high productivity, high quality, and aggressive competition with American companies.

4. Japan is made the scapegoat for the U.S. trade deficit, when only about 1/3rd of the total U.S. deficit of $150 billion is the result of the U.S. - Japan trade imbalance. In 1984, Taiwan, for example, had an $11 billion surplus with the U.S. which in per capita terms makes Japan's surplus look tiny.

5. The U.S. has been slow to capitalize upon its own technology. For example, it produced the first videotape recorders more than 40 years ago. Japanese production techniques have been responsible for bringing products to the market that otherwise may not have been immediately available. Japanese industry has been quick to adapt to changing circumstances by moving into new fields.

6. Labor productivity has increased 80 percent in Japan over the past decade; in the U.S., 15 percent. Many industries in the U.S. still match low productivity with rising labor costs. While wages in the U.S. have outrun productivity increases, resulting in higher costs of production, there has not been a sharp increase in labor costs in Japan. Prices of Japan's products have not been affected greatly because of higher wages rates.

7. It is frequently charged that the trade deficit with Japan has caused unemployment in the United States. In 1980 when the U.S. had a trade surplus of $9 billion, total employment stood at 100.9 million with 59.6 percent of its population over age 16 employed.

   In 1985, when the U.S. trade deficit approached $150 billion, total employment stood at 108.1 million with 60.1 percent of those over age 16 employed.

   Query: Where are the "lost jobs?"

8. The U.S. is critical of the Japanese government's policy of protecting agriculture. Americans are not sensitive to the fact that the Japanese population in agriculture amounts to almost 4 million people. Japanese farms are small, averaging under 3 acres, and cannot compete with the cost-effectiveness and output of American farmers. If American agricultural products were allowed to enter the Japanese market without restriction, there is a major question on the survival of the Japanese farmer. What would happen to the Japanese farmer in a country which already experiences overcrowded urban centers and underpopulated rural areas?

   It should be noted that Japan is already America's best customer for agricutural, forestry, and fishery products buying more than $10 billion worth annually.

9. Although the U.S. criticizes the existence of restrictions on U.S. goods entering the Japanese market, especially because of non-tariff barriers, the United States itself, although always advocating the principles of free competition and government non-interference in the private sector, has in reality practiced free trade with other countries for only 1/4 of its 200 year history. Historically, the United States has been a protectionist nation. For example, electronic products sold in the U.S. must bear the UL seal of approval; local building codes are a popular device used in the U.S. to keep out foreign competitors. In addition, numerous laws and regulations limit U.S. exports. One law prohibits the export of oil from North Slope Fields in Alaska; another bans U.S. exports of timber produced west of the 100th meridian.

10. "Japan not only sends cars and machine tools and TVs and videocassette recorders but also lends the U.S. the money to pay for them." Much of the Japanese trade surplus dollars are invested in the U.S. in the form of U.S. Treasury bills. The supply of investment dollars has helped keep American interest rates lower than they might otherwise have been and encouraged the American economy to continue to grow without significant inflation.

11. Some American companies have been very successful in marketing their products in Japan. For example Schick has 70 percent of the injector razor market. MacDonald's is Japan's top restaurant chain in terms of revenue. Japan is the biggest market for Coca-Cola outside the U.S. and the world's largest buyer of U.S. industrial products is Japan Air Lines. American companies don't persevere as strongly as they could. It is very possible to succeed in Japan by using Japanese marketing methods to sell a quality product in Japan.

12. Even if all restrictions were moved in Japan, there is no guarantee that American goods would increase their market share. An open market would also be open to China, other Asian, and European countries. Under these circumstances, it is far from certain that American products would be as competitive as many Americans think.

13. The absentee rate of workers in U.S. industries most affected by Japanese imports is several times that of Japan. For example, one large U.S. company which is losing its share of world markets is required to pay a bonus each time a worker puts in a full week. In addition, U.S. labor turnover is much greater and quality of product is often poorer, as measured by rejection rates of materials going into U.S. - produced end products.

HANDOUT 12-2 - THE UNITED STATES POSITION

1. There is close collaboration between the private sector and the government of Japan. When the Ministry of International Trade and Industry (MITI) recommends a certain industrial policy, private industry goes along with it. In particular, the Japanese government has nurtured exporting industries and at the same time closed their markets to U.S. industries.

2. Japan's markets are fettered by regulations and culture in ways that run against the grain of free trade. This letter written by a Tokyo housewife appeared in the Mainichi Daily News:

> Many of us city wives are now fed up with having to pay as much as 500 to 700 yen ($2.50 to $3.50) for 100 grams (approximately 3 1/2 ounces) of beef because the government keeps restrictions on its import. Husbands are asked to buy beef for omiyage (souvenirs) at American or Australian airports on their way home to bring back to their familes because beef is much cheaper in those countries. Oranges and grapefruit can also be much cheaper if only our government liberalizes their imports.
>
> The Government says it cannot lift the restrictions because the Japanese farmers should be protected. But the Japanese farmers are now the most privileged people. They are paying much less tax than salaried people in the cities. Some of them are even paid for not growing rice in their paddy fields. The farmers are much better off in politics because rural senkyo-ku (constituencies) elect more Diet members than city (senkyo-ku) per population. Sometimes a city diet member represents four times as many electors as a rural MP.
>
> I cannot suspect that politicians and officials are not so patriotic as they claim, and they seek their own good by spoiling our farmers. Politicians can retain their seats in parliament and get political funds from the farmers' organizations. Bureaucrats can keep key posts in corporations and other bodies which control the import regulations for their own post-retirement jobs. Why should we city people support those farmers (and politicians and bureaucrats) by paying much more for beef and oranges (and rice too) than in other countries?

3. The Japanese yen is undervalued. The exchange rate, although changing, clearly favors the purchase of Japanese goods in the United States. (At the time this was being written, the exchange rate was about 180 Y = $1.00 in 1984, 250 Y = $1.00).

4. Japan carries out a policy of "targeting." Government and the private sector foster a "target industry." To do this, the government protects the industry with import restrictions and provides government funds for research and development and allows joint research sponsored by competing companies in the same industry. As a result, the industry develops competitive power as it exports a large volume of goods to the United States. Targeting violates the principle of free and fair competition which should depend upon private sector initiatives alone.

5. It is unfair that the Japanese are given free access to the U.S. market when U.S. exporters are denied equal opportunities to compete in the Japanese market.

6. Import restrictions on foreign goods are necessary for security reasons; i.e., machine tools and automobiles which can be converted to the manufacture of munitions in the event of war. The U.S. expends huge sums of money in order to protect the Free World; i.e., Japan's national defense. In comparison, by terms of the peace treaty with the U.S., Japan spends very little for national defense, therefore, it is in a better position to spend larger sums on non-military research and development which gives it an advantage in the marketplace. Japanese industry has gained a competitive edge because the country's economic and human resources have been channeled into industry rather than defense.

7. Americans are prohibited from entering certain industries in Japan, for example, American banks cannot buy a single branch in Japan. At the same time, the Bank of Tokyo, the nation's sixth largest in the state, has more than 140 branches. Americans are forced to use Japanese financial intermediaries in their business relationships.

8. Even relatively small trade matters, such as American metallic baseball bats, are inhibited from export to Japan. Japan has been reluctant to respond to the acceptance of market-opening pressures. Concessions appear to be piecemeal; rather than reflective of trade policy. Trading with the Japanese is similar to peeling an onion; no matter how many layers are removed, there always seems to be another layer underneath.

9. While Japan has cut back on import quotas and tariffs, potential benefits to the U.S. are cancelled by the bureaucracy, through demands for excessive documentation and product-approval requirements, zealous application of safety and health standards, rejection of foreign test data, and government procurement policies.

10. While Japan has imported much of the popular culture of the U.S., e.g., baseball and Mickey Mouse, along with U.S. movies, music, television programs, and fashions, when it comes to durable goods purchases, it's a different story.

    Japan's biggest purchases from the U.S. are raw materials, such as coal, corn, and soy beans, the U.S. buys cars, trucks, and electronics - sophisticated high value-added products. Japan imports fewer manufactured goods, as a percentage of its gross domestic product, than any other industrialized nation in the world.

11. Japan should make direct, job-creating investments in the U.S. rather than buy U.S. treasury issues and bonds. Approximately $1 billion per month has been invested in U.S. securities. Rather, Japan should invest a major share of its trade surplus dollars into job-producing enterprises in the U.S., such as in Honda and Nissan automobile and truck manufacturing. Actions such as this would prove Japan's good faith, bring its technology to the U.S., and create a supportive constituency in the U.S.

STUDENT/TEACHER DEFINITIONS

Taken From: Children in the Marketplace
National Center of Economic Education for Children

And

Teaching Strategies: High School Economics Courses
Joint Council on Economic Education, 1985.

1. Absolute Advantage

When one can produce a product at the lowest resource cost compared to any other suppliers of the product.

2. Advertise

T - To publicly communicate about a particular product, service, or place with the intent of creating or increasing the desire for that product, service, or place, or of informing the public about price and availability.

S - To tell consumers about products, services, places and price. Advertisements tell how good (or attractive) something, or someplace is, so that people want to buy it or go to it (as on TV, radio, billboards, newspapers, magazines).

3. Business

T - An individual or a group engaging in the production or sale (exchange) of goods and services. A commercial enterprise in which people take existing resources and transform them into more marketable items or services (factory, cabinet-maker, employment agency, store).

S - A person or a group of people who use their money to make, buy or sell goods and services. (A factory makes toys. To make the toys, the owners must buy or sell goods and services (buys labor, materials, etc.; sells toys.) (The local supermarket is a business. It buys food that other businesses grow, process, and sell to them.)

4. Capital Resources

T - Manufactured items which are used or employed in the production of goods and services (tools, machines, equipment, furnishings, buildings). Capital resources facilitate productivity and economic growth and result from investments.

S - The tools, equipment, and machinery used to make goods and perform services. Goods which are used to make other goods. (Robert bought the hammer and nails to build a bird house. The restaurant owner bought a slicing machine, a grill, and a large oven to start his business.)

5. Choice

T - A selection among alternatives. Scarcity affects economic choice, requiring an individual to sacrifice something in making a decision.

S - The chance to pick or decide; the thing that is selected. (Sue had a choice of either paints or a puzzle. Her choice was paints.)

6. Citizen

T - A member of a nation, either by birth or by choice, who shares in the nation's rights and responsibilities.

S - A person who has lived in this country, town, village or city for a long time. (Think of a citizen as part of a team. A team player must follow the rules to play the game. Citizens must obey the rules or laws of their nation to help it succeed.)

7. Comparative Advantage

When the next best alternative one gives up is lower than that of other producers.

8. Consumer

T - A person or organization willing and able to buy goods or services.

S - A buyer of a good or service. (Sam bought a volleyball. He is a consumer of sports equipment.)

9. Costs

(See Opportunity Costs)

10. Demand

T - The desire for a commodity together with the ability to pay for it. The amount of goods and services people will buy at a given price and time.

S - A decision to buy for certain products or services. The amount of goods and services people will buy. (The demand for ice cream has increased with this heat wave.)

11. Entrepreneurship

T - A human resource which goes beyond general labor, involves organizing other factors of production, innovating new products and processes, and risk-taking.

S - A human resource which takes the main responsibility for planning, organizing, and operating a business.

12. Exchange

T - Deciding to give up one thing of value in order to receive something viewed more valuable. Traditionally, consumers give up money for products. In a barter system, people exchange goods or services for others of more value.

S - Trading one thing for another. (Anna exhanged her stickers for a notepad from Paul.)

13. Exchange Rate

The value of one currency in terms of another set in the foreign exchange markets by the supply and demand for that currency.

14. Goods

T - Items manufactured from economic resources which are made available to, and purchased by consumers (goods are things you do something with vs. services are things that are done for you.)

S - Things people want that others make. (Her mother asked if the shopkeeper's goods were for sale.)

15. Income

T - Payment in the form of rent, wages, interest, and dividends which provide the incentive for individuals/organizations to supply their land, labor and savings to others.

S - Money that people or businesses earn for doing things other people value. (The wages that adults receive for working is income. The money the farmer is paid when (s)he sells his/her eggs is income.)

16. Interdependent

T - A supportive relationship between two or more people, organizations, or societies. An exchange of benefits between worker and producer, producers, or countries.

S - A state of needing or helping one another. (The factory owner (producer) needs people (consumers) to buy his toys (product). Producers and consumers are interdependent.)

17. Interest

T - The return that lenders receive (and borrowers pay) for letting borrowers use their wealth.

S - The reward for lending money. (Or the cost of borrowing it.)

18. Inventory

T - A stock of goods held by sellers, an important purpose being to inform consumers about the merchandise available.

S - Goods which sellers keep on hand to show buyers what is available.

19. Invest

T - To spend money on capital goods (machinery, tools, buildings) for the purpose of producing goods and services. (To invest in equipment needed in production in anticipation of it bringing a future benefit.)

S - To put money into tools, equipment, etc., in hopes of them bringing future benefits. (Fran invested her allowance in a wheelbarrow and rake with the hope of getting a gardening job.)

20. Investment

T - The capital goods (tools, machinery, equipment, etc.) on which money has been spent (invested) for the purpose of producing a good or service.

S - The tools, equipment, etc. that have been purchased for the purpose of creating a product or service that will bring financial rewards. (Jack bought a bicycle so he could begin a paper route and earn money. The bicycle is an investment.)

21. Labor Resources

T - The physical and/or mental productive ability of people. People at work combining resources to produce goods or services that consumers desire.

S - People who work (using their brains and energy) to provide things other people value.) (Jennifer's father works with others on the assembly line at the automobile plant; he is part of the labor resources in his company.)

22. Management Ability

(See Entrepreneurship)

23. Market, Marketplace

T - A place or situation in which buyers and sellers communciate with one another and in which exchange of goods and services takes place.

S - Anyplace where people come together to buy and sell goods and services. Where goods and services are bought and sold. (The school created a market when it began to sell lunches to children.)

24. Market Clearing Price

T - The price at which quantity demanded equals quantity supplied.

S - The price at which the amount available matches the amount demanded.

25. Market System

T - An economic system in which most businesses are privately owned and managed. The prices of goods and services rise and fall depending upon their supply and their demand. The market system, thus, allocates scarce items on the basis of ability and willingness to pay.

S - An organized method which most people follow to produce and exchange goods and services. People behave according to certain rules so that: a) everyone can have a chance to buy or sell, and b) their interaction can run smoothly.

26. Natural Resources

T - All items of nature which can be used in production. Natural resources include such things as farmland, water, crude oil, and mineral deposits.

S - Those things that grow or exist in nature that are useful to humans (water is a natural resource that can be useful just as it is. Minerals are natural resources that are useful in making other things such as steel machines, and aluminum pots and pans.)

27. Needs

T - What is necessary for physical and psychological survival. Things you require in order to live. (Most of what we call "needs" are really "wants".)

S - Those things that one must have in order to survive -- food, clothing, shelter, love. (Michael needed water for his long trip through the desert.)

28. Opportunity Cost

T - The cost or value of that which is given up when making a choice. In choosing between two alternatives there is always an opportunity cost. (To choose to spend an afternoon at a ballgame means giving up the opportunity to use that time to play tennis.)

S - When making a decision or a choice, it is what one gives up in order to get something else. (Laura decided to buy a magazine instead of a book (opportunity cost); Joe spent his allowance instead of saving it for a basketball (opportunity cost.)

29. Price

T - The terms of an exchange: what the buyer pays and the seller receives (see Market Clearing Price.)

S - The cost, or amount of money one pays or charges for a good or service. (The candy bar was priced at thirty cents.)

30. Private Property

T - Resources and products that can be owned, bought and sold by individuals or groups of individuals at their discretion (land, goods, businesses, etc.)

S - Ownership of products and services by individuals. (The family decided to sell their automobiles to the person next door.)

31. Producer

T - One who makes or creates goods and services. A person or company, that produces something.

S - People who make or create things. (That company is the largest producer of bicycles in this area. Alex is a producer of blankets, scarves, and woven goods. Lisa's family produces fine fruits and vegetables for the market.)

32. Production

T - The creating or making of goods and services. The transformation of resources into products and services.

S - The step-by-step activity of making or creating something. (The production of computer games has risen lately. The class worked hard on the production of valentine cards.)

33. Productivity

T - The amount produced given specified time and resources. (The productivity of the shipyard declined during the strikes.)

S - The number of items that can be made, or the work that can be done with the time and materials available. (The productivity of the group increased when each student had a pair of scissors. The number of flashcards made by each group increased after each student had a pair of scissors.)

34. Profit

T - The amount of money that an individual or company keeps from sales after paying all costs. Profit provides the incentive to supply things.

S - The extra money that is made after paying the costs. (The lemonade stand took in $10.00 in sales. The lemons, sugar and cups cost $3.00. It earned a profit of $7.00.)

35. Public Property

T - Resources and products that are owned by the government and used by the people.

S - Things that we use that belong to our community.

36. Resources

T - Anything that is useful in producing goods and services. The three basic types of resources are natural, capital and labor. Sometimes entrepreneurship is considered as a separate and fourth factor of production.

S - Things, ideas and energies that are used to make something or satisfy a human's want. (Sandra used wood, nails and a hammer to make a cradle. Bobby used his work skills to earn money.)

37. Savings

T - Money put aside (say, in a bank) for use at a later time. To save, a person must be willing to give up consumption today, so that it can take place at a later date.

S - Money put away so it can be spent later. (Joan planned to use her savings for a new bicycle.)

38. Scarcity

T - The condition that exists when wants are greater than the resources available to satisfy them. One of the basic economic realities is that there is not as much of everything as everybody wants. This is the condition which forces people to make choices.

S - A situation in which there is too little of the things you want. (There is a scarcity of food in many places in the world.)

39. Services

T - Tasks performed for payment. Those things done by people which other people buy. (Services are things that are done by people vs. goods are things people do something with.)

S - Work done for or by someone else for payment. (The dentist performed a service by examining Donald's teeth. The plumber sent a bill for repairing our faucets.)

40. Substitution

T - Choosing to use or purchase a product or service in place of another. This is done when products are viewed as interchangeable in satisfying consumer desires. Substitution usually occurs when the relative prices between two similar products or services change.

S - Using one thing in place of another for the same purpose (or with the hope of getting similar results.) (When her pen ran out of ink, the student finished her paper by substituting a pencil. Mother substituted Mary's mittens for gloves.)

41. Supply

T - The amount of a good or service that sellers are willing to provide at each price, in a particular market, at a given time. The relationship between market prices and the amount that producers are willing to sell at those prices.

S - The amount of goods and services that are available for sale.
OR The amount of products and services that will be made available for sale at certain prices. (Charlie will make ten glasses of lemonade available for sale at a price of 50 cents each.)

42. Taxes

T - Money paid to local, state and federal governments by citizens and businesses to support the programs of those governments and to maintain public services.

S - Money citizens pay to the government to help pay for public goods and services (libraries, mail service, highways.)

43. Trade

T - A planned exchange of one good and/or service for another. This act requires a buyer and a seller.

S - To exchange goods and services for others viewed as more desirable. (The farmer traded three sacks of corn meal for a reel of fence wire from the country storekeeper. Ann traded a used game for a used book she wanted.)

44. Trade War

T - Economic inequity between countries in supply and demand of goods and services.

45. Unlimited Wants

T - The condition of unfulfilled desires.

S - Always wanting more. (Bill saw many things he wanted when he went to the department store. Seeing ads in the newspapers for toys and games, made the children want more and more.)

46. Value

T - What something is worth to an individual or group of people in exchange for something else. The quality that makes something worth having; its intrinsic or emotional worth. In a market economy, value is most often expressed in terms of money. This "expression" takes form in the price.

S - Importance or worth. How much someone likes or wants something. (Although Terry's old stuffed animal would not sell for a high price, it was very valuable to her.)

47. Wages

T - The return paid to the owners of labor services by businesses which hire them.

S - The return paid to people for working.

48. Wants

T - Those items that people would like to purchase.

S - Things people would like to have. (I want a new puzzle.)

49. Wealth

T - The accumulated possessions people, organizations, or societies value. The perceived worth of tangible and intangible things.

S - Things owned which are valuable. (Jeremy increased his wealth by trading a baseball he didn't want for a book he really liked.)

50. Worker

T - A human being who spends time and energy performing a task which people value.

S - A person who does something useful. (Student workers can erase the chalkboard, collect papers, finish their homework, draw a picture, etc.)

SOURCES OF INFORMATION ABOUT JAPAN

Kathryn Weathersby, Outreach Coordinator
East Asian Studies Center
Indiana University
Memorial Hall West 203
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This university-based outreach center offers free newsletters, speakers, curriculum materials and print and audio-visual resources.

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